

DOCUMENT RESUME

ED 079 918

EC 052 348

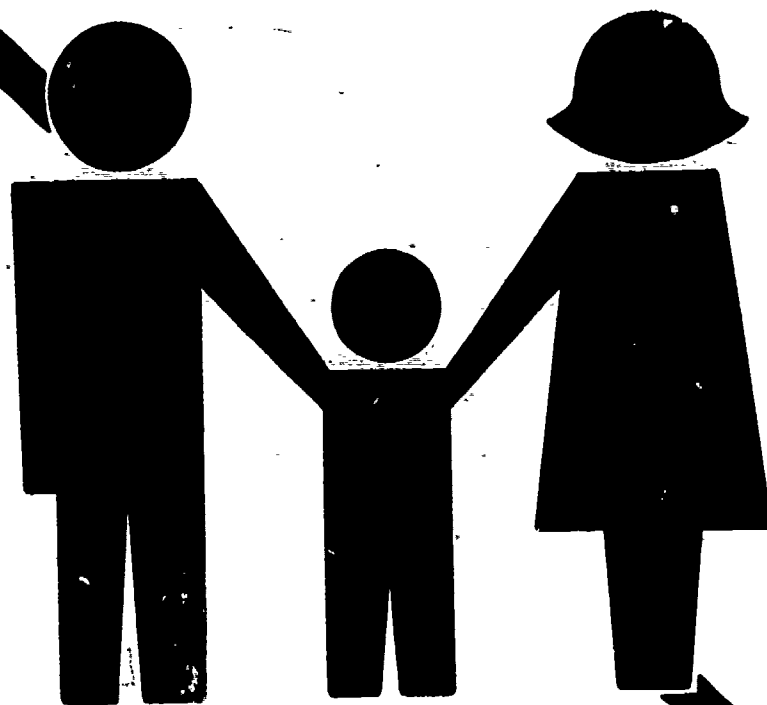
AUTHOR Foecker, Vicky L.; And Others
TITLE Behavioral Prescription Guide. Manual IIa: Communication. Parent/Child Home Stimulation 'The Marshalltown Project.'
INSTITUTION Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.
PUB DATE [73]
NOTE 176p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS *Behavioral Objectives; *Communication Skills; Diagnostic Teaching; Disadvantaged Youth; *Early Childhood Education; *Exceptional Child Education; Handicapped Children; Home Instruction; Infancy; *Language Development; Parent Role
IDENTIFIERS Iowa; Marshalltown

ABSTRACT

Presented is the Marshalltown Behavioral Prescription Guide for communication which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of preschool handicapped and culturally deprived infants and children. The guide is intended for use prior to a weekly home visit resulting in a weekly prescription left in the home. Parents are said to go through a 6 hour orientation course to allow them to introduce the management procedures and chart the progress of the child with the long range goal of helping them use the program materials directly. Each of the 93 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and strategies. Sample prescription forms are also included. The following are examples of profile items: produces vowel sounds, responds to "no" by stopping activity, consistent use of three or more words, combines words into simple sentences, uses own name in reference to self, matches colors, carries out four individual commands using prepositions, recites the numbers to thirty, prints name, and identifies preceding and following day for specified day of week. (For related information see EC 052 347, EC 052 349, and EC 052 350). (DB)

Home Parent

MANUAL II a
(COMMUNICATION)
**BEHAVIORAL
PRESCRIPTION
GUIDE**



child

Stimulation

FILMED FROM BEST AVAILABLE COPY

ED 079918

EC052348

ED 079918

Parent/Child Home Stimulation

'THE MARSHALLTOWN PROJECT'

BEHAVIORAL PRESCRIPTION GUIDE

, Manual IIa

C O M M U N I C A T I O N

Department of Special Education
Marshall-Poweshiek Joint County School System
9 Westwood Drive
Marshalltown, Iowa 50158

The project materials reported herein were developed pursuant to two grants: P.L. 91-230, Title VI, E.S.E.A. Part C, Sec. 623, and P.L. 89-10, Title III, E.S.E.A.. The options expressed herein do not necessarily reflect the positions or policies of the U.S. Office of Education or the Iowa Department of Public Instruction, and no official endorsement by the U.S. Office of Education or the Iowa Department of Public Instruction should be inferred.

No part of this material may be reproduced or transmitted in any form, or by any means, electronic or mechanical, including photocopying, recording, or by an information storage or retrieval system, without permission - in writing - from the publisher. All rights are reserved.

FOR LIMITED DISTRIBUTION ONLY

Copyright Applied For

PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED BY

M J Donahue,

Marshalltown Project
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER

BEHAVIORAL PRESCRIPTION GUIDE

MANUAL IIa

C O M M U N I C A T I O N

BY: VICKY L. ROECKER*

MIKE DONAHUE

JOHN D. MONTGOMERY

ARLENE F. KEISER

LINDA I. SMITH

* Major Contributor

ACKNOWLEDGMENTS

We wish to express our appreciation to the following people for their help in submitting alternative strategies and proofreading the various revisions of this material: Margaret M. Johnson, Linda A. Lewis, Armena Taylor, Beverly A. Swenson, and Theda M. Saigh.

We are indebted to Robert Andrlik of Perennial Education for his contribution of the graphic cover design.

Many thanks to our secretarial staff for the many long hours spent in typing and assembling these manuals.

Maridean Baker

Lorraine Mitchell

Nancy Wrage

P U R P O S E

The Marshalltown Behavioral Prescription Guide (Manuals IIa, IIb, IIc) was designed for use with the Marshalltown Behavioral Developmental Profile. Both instruments are interlocking with cross-referencing in skill categories (color and numerical matching). Also, each profile teaching item is matched numerically to incremental behavioral objectives and strategies in this Prescriptive Guide.

The "items" and "prescriptions", as a package, were developed to facilitate individualized prescriptive teaching of pre-school handicapped and culturally deprived children within the home setting.

Interventionists, in pre-school education, will find the Prescriptive Guide useful as an "idea starter" or "direction finder" in writing their own prescriptions for skill acquisition.

It is tacitly understood that there can be no one guaranteed method to effect change "across the board." Since every child is sufficiently different to require his own individualized program, the objectives and strategies in the prescriptive manuals can only be expected to be reasonable suggestions for effecting change. Most of the prescriptions have been field-tested with children having specific disabilities. Flexibility is maintained with objectives being modified or reduced into smaller increments as the occasion demands.

The Prescriptive Guide is utilized prior to each home visit. Priority need areas have already been ascertained from assessment data and relevant options for remediation are then gleaned from the Prescriptive Guide. Weekly staffings are conducted to determine efficacy of each prescription written the previous week and comparisons noted (between original and modified prescriptions) and recorded for future reference and refinement.

The objectives and strategies follow an organized format which is similarly reflected in the weekly "prescription" left in the home i.e., cue, directions, and reinforcement. No attempt has been made, in the Prescriptive Guide, to establish criteria for success. But rather, criteria are indicated in the weekly home prescription.

The reason, obviously, is that regardless what the desired skill to be learned may be, each child will succeed with varying degrees of difficulty. Example: One child may, relatively easily, acquire a total skill in a period of one week - reflecting such criteria as two demonstrations per day. Another child may have to learn sequential steps to this same skill and, practically, only achieve the goal of one performance per day or every other day. A sample home prescription form is included in the back of each Prescriptive Guide.

Also included, is a blank prescription refinement or option page. This option page may be reproduced and various alternatives recorded and "stockpiled." It would be greatly appreciated if, periodically, feedback is provided this agency to be considered in future revisions.

The parents, themselves, after they have gone through a six-hour orientation course, introduce the management procedures and chart the progress of the child. A long range goal is that parents be able to use both the Developmental Behavioral Profile and the Prescriptive Guide Manuals to develop, and implement, individualized learning episodes for their own children.. Monthly parent meetings are held to share new approaches, past successes, and discuss current individual problems.

C O M M U N I C A T I O N

- 1.1 Produces vowel sounds (ex: A and E).
- 1.2 Listens to human voice.
- 1.3 Produces sounds made in the back of the throat (ex: h, k, g).
- 1.4 Repeats one syllable in cooing activity (ex: ba-ba-ba).
- 1.5 Watches speaker's eyes and mouth.
- 1.6 Vocalizes when talked to.
- 1.7 Looks and searches for source of voice or sound (ex: turns head).
- 1.8 Stops crying in response to vocal stimulation.
- 1.9 Looks and/or vocalizes in response to own name.
- 1.10 Four or more different syllables present at once during vocalizations.
- 1.11 Looks for family members or pets named in conversation.
- 1.12 Vocalizations consist of sentence like utterances, but no true words present. Repeats combination of two or more sounds.
- 1.13 Uses the consonants (d, m, b, z).
- 1.14 Looks at some common objects when their names are spoken.
- 1.15 Responds to "NO" by stopping activity.
- 1.16 Interest maintained for up to a full minute while looking at pictures when they are named.
- 1.17 Some gesture language used (shakes head for "NO").
- 1.18 Repeats words other than "Mama" or "Dada", usually the name of a pet or toy.
- 1.19 Uses some exclamations (oh-oh).
- 1.20 Follows simple commands like "Come here", "Give me".
- 1.21 Responds by searching movements/vocalizations to simple questions like, "Where is Daddy?".

- 1.22 Consistent use of three or more words.
- 1.23 Responds verbally to simple requests (says bye-bye).
- 1.24 Consistent use of seven or more words.
- 1.25 Uses the consonants (w, t, j, n).
- 1.26 Listens to rhymes and jingles (3 minutes).
- 1.27 Identifies pictures of a few named objects or the objects themselves by pointing or vocalizing.
- 1.28 Recognizes names of major body parts.
- 1.29 Words used rather than gestures to express wants and needs.
- 1.30 Brings a familiar object from another room upon request.
- 1.31 Identifies two or more objects from a group of familiar objects.
- 1.32 Imitates two or three word sentences.
- 1.33 Understands personal pronouns; can distinguish, "Give it to her" or "Give it to him".
- 1.34 Combines words into simple sentences (2-3 words).
- 1.35 Points to four or five parts of a doll, or parts of the body or items of clothing shown in large pictures.
- 1.36 Selects an item from a group of five varied items upon request.
- 1.37 Uses own name in reference to self.
- 1.38 Uses personal pronouns correctly and refers to self by using a pronoun.
- 1.39 Selects appropriate pictures involving action words (eating, sleeping).
- 1.40. Points to the smaller parts of the body (knees, elbows, wrists).
- 1.41 Identifies objects with their functions (ex: "What do you eat with?").
- 1.42 Associates body parts with their functions (ex: "What do you see with?").

- 1.43 Discriminates objects by size (big, little).
- 1.44 Matches geometric form with its symbol.
- 1.45 Selects just one block from a group of blocks in response to "Give me a block".
- 1.46 Matches colors.
- 1.47 Gives his full name on request.
- 1.48 Repeats two numbers correctly.
- 1.49 Relates meaning to scribbles or drawings when asked.
- 1.50 Tells what action is going on in pictures when asked.
- 1.51 Carries out three simple related commands given at once.
- 1.52 Relates two experiences that have happened during the day.
- 1.53 Repeats a sentence composed of six or seven syllables.
- 1.54 Names at least one color correctly.
- 1.55 Responds motorically to such verbs as "walk", "run", "climb".
- 1.56 Discriminates by pointing or vocalizing such adjectives as hot, cold, wet.
- 1.57 Tells own gender when asked (boy, girl).
- 1.58 Tells own age when asked.
- 1.59 Discriminates prepositions such as "on", "under", "off".
- 1.60 Adds (s) to words to form plurals.
- 1.61 Carries out four individual commands using prepositions.
- 1.62 Counts three objects, pointing to each.
- 1.63 Identifies circle, square.
- 1.64 Discriminates tactually (rough, smooth, hard, soft).
- 1.65 Spatial relationships; recognizes and joins separate parts into a whole (two halves of a circle).

- 1.66 Recites rhymes or songs from memory.
- 1.67 Aesthetic comparisons; ability to make independent judgments between attractiveness and unattractiveness.
- 1.68 Identifies missing object from a group of three (memory).
- 1.69 Names or points to a penny, nickel, dime, upon request.
- 1.70 Identifies or names the three primary colors - red, yellow, blue.
- 1.71 Carries out, in order, a command containing three unrelated parts.
- 1.72 Counts and points to ten objects.
- 1.73 Describes objects while naming them, using three descriptors (ex: color, shape, size).
- 1.74 Differentiates morning, afternoon, night.
- 1.75 Compares weight (estimates which is heavy, light).
- 1.76 Relates color to object (ex: red apple, yellow banana).
- 1.77 Discriminates like and unlike.
- 1.78 Sequences and relates stories or personal experiences, appropriately and sequencing four events.
- 1.79 Classifies and organizes objects according to form, color, use.
- 1.80 Asks meaning of words.
- 1.81 Demonstrates meaning of words (ex: pantomime).
- 1.82 Repeats days of week in sequence.
- 1.83 Shifts in classification (classified according to shape, then color).
- 1.84 Understands and uses numbers up to 10. Follows commands, such as:
"Give me 9 blocks" - when 12 are available.
- 1.85 Recites the numbers to thirty.
- 1.86 Repeats a series of four digits correctly in 2/3 trials.
- 1.87 Knows number of fingers on one hand and the total number on both hands.
- 1.88 Knows all basic colors.

- 1.89 Prints name.
- 1.90 Prints numbers 1 through 5.
- 1.91 Time concepts (before, after, now, later, tomorrow).
- 1.92 Identifies preceding and following numbers of digits through 10.
- 1.93 Identifies preceding and following day for specified day of week.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.1

PROFILE ITEM:

Produces vowel sounds. (Ex: A and E)

BEHAVIORAL DEFINITION:

The child will spontaneously or imitatively produce the vowel sounds.

CUE/S:

(Ah) and (ee).

MEASUREMENT CRITERIA:

Produce sounds.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.1.1 Child will approximate (ah) sound with stimulation.

1.1.1.1 Place child in a position so he can see your face.

1.1.1.2 Vocalize the sound (ah) slowly and distinctly.

1.1.1.3 Hold child on lap facing away. Place hands on upper stomach and squeeze gently to force air out mouth (over vocal cords). Continue repeating sound (ah).

1.1.2 Child will vocalize the sound (ah) with assistance.

1.1.2.1 Position the child's mouth in an open position.

1.1.2.2 Exaggerate open position of own mouth. Pat one of the child's hands over your mouth while saying (ah). Set up a rhythmic cadence of (ah-ah-ah).

1.1.2.3 Pat one of child's hands on his own mouth while continuing to say (ah).

1.1.2.4 Place one of the child's hands on your throat to feel vibrations while saying (ah).

1.1.2.5 Place child's hand (open) just in front of your mouth to feel air escapement while saying (ah). Repeat sequence.

PROFILE NUMBER 1.1 CONTINUED

1.1.3 Child will vocalize the (ah) sound with no assistance.

1.1.3.1 Look at child and say (ah). If he responds demonstrate affection.

1.1.3.2 If he does not respond, look away from him until vocalization occurs, then attend to him - continuing to say (ah).
Repeat sequence.

1.1.4 Child will produce (ee) sound with stimulation.

1.1.4.1 Place child in a position so he can see your face.

1.1.4.2 Vocalize the sound (ee) slowly and distinctly.

1.1.4.3 Hold child in arms and gently pat him on the back or stomach.
Continue repeating the sound (ee).

1.1.5 Child will vocalize the sound (ee) with assistance.

1.1.5.1 Position the child's mouth. The lips should be stretched horizontally and the teeth should be separated slightly.

1.1.5.2 Exaggerate position of own mouth. Pat one of the child's hands over your mouth while saying (ee). Set up a rhythm of (ee-ee-ee).

1.1.5.3 Pat one of the child's hands on his own mouth while continuing to say (ee).

1.1.5.4 Place one of the child's hands on your throat to feel vibrations while saying (ee). Repeat sequence.

1.1.5.5 Place child's hand (open) just in front of your mouth to feel air escapement while saying (ee). Repeat sequence.

1.1.6 Child will vocalize the (ee) sound with no assistance.

1.1.6.1 Look at child (get eye contact) and say (ee). If he responds demonstrate affection.

1.1.6.2 If he does not respond, look away from him until vocalization occurs, then attend to him - continuing to say (ee). Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.2

PROFILE ITEM:

Listens to human voice.

BEHAVIORAL DEFINITION:

Child will attend to a person while that person speaks to him.

CUE/S:

Any verbalization.

MEASUREMENT CRITERIA:

Attention.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.2.1 Child will listen to voice while being held.

1.2.1.1 Hold child in face to face position and talk to him in a quiet, pleasant voice. Vary the inflections of your voice to make it interesting and to keep the child's attention.

1.2.1.2 Sing tunes or hum to the child.

1.2.2 Child will listen to the voice during other activities.

1.2.2.1 While child is in his crib, lean over so he can see your face.
Cue: Listen and repeat above strategies.

1.2.2.2 Repeat sequence while bathing, feeding or diapering.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.3

PROFILE ITEM:

Produces sounds made in the back of the throat (h, k, g).

BEHAVIORAL DEFINITION:

During cooing and vocal activity child produces the sounds that are made in the back of the throat.

MEASUREMENT CRITERIA:

Same as above.

MATERIALS NEEDED:

Feather, small bits of paper, tongue depressor.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.3.1 All sounds produced in the back of the throat present during the child's vocalizations will be reinforced.
- 1.3.2 Child will be stimulated to produce back of the throat sounds by sight, hearing or touch.
 - 1.3.2.1 Open mouth, exaggerate (huh, kuh, guh). Hold child's hand in front of your mouth so he can feel the air stream (see, hear, and touch).
 - 1.3.2.2 Hold feather in front of mouth and produce either of the sounds so the feather is moved by the air stream (sight).
 - 1.3.2.3 Place small bits of paper on the table. Make the papers move by directing the air stream at them (sight).
 - 1.3.2.4 To produce the (h) sound, the mouth is open wide. Position if necessary.
 - 1.3.2.5 To get production of the (k) and (g):
 - 1.3.2.5.1 Produce a small cough and encourage imitation.
 - 1.3.2.5.2 Position the tongue so the tip is touching the back of the bottom teeth. Vocalize. Allow child to feel his throat as he vocalizes.
 - 1.3.2.5.3 Hold the tip of the tongue down with a tongue depressor.

PROFILE NUMBER 1.3 CONTINUED

1.3.3 Child will produce (h, k, g) on cue.

1.3.3.1 Cue each of the sounds by using that particular sound as the cue.

1.3.3.2 Reinforce each successive approximation until correct production is maintained.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.4

PROFILE ITEM:

Repeats one syllable in cooing activity.

BEHAVIORAL DEFINITION:

During his cooing activity, the child will repeat one syllable.

CUE/S:

" Ba-ba-ba. "

MEASUREMENT CRITERIA:

Repeat syllable.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.4.1 Child will engage in spontaneous cooing activity.

1.4.1.1 When child makes vocal noises, pick him up and talk to him in soft tones, or mimic child's vocalizations. When child ceases vocalizations, put him down.

1.4.1.2 To reinforce the child's vocalizations, repeat sequence of picking him up and then removing attention when vocalizing ceases.

1.4.2 Child will repeat the syllable ba-ba-ba during cooing activity with assistance.

1.4.2.1 Place the child in a position so he can see your face.

1.4.2.2 Vocalize the sequence ba-ba-ba slowly and distinctly.

1.4.2.3 Position the child's lips together.

1.4.2.4 Exaggerate your production of the sound, especially the explosion of air. Blow the air on his hand so he can feel it. Vocalize ba-ba-ba rhythmically. As you do this, place one of his hands on your throat so he can feel the vibration.

1.4.2.5 Reinforce with attention, praise, hugs, etc. any attempt of the child's to vocalize ba-ba-ba.

PROFILE NUMBER 1.4 CONTINUED

1.4.3 Child will repeat syllable (ba-ba-ba) with no assistance.

1.4.3.1 Cue ("Ba-ba-ba"). Give praise and affection if he responds.

1.4.3.2 If child does not respond, give him no attention at all. Look away until he responds, then return attention. Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.5

PROFILE ITEM:

Watches speaker's eyes and mouth.

BEHAVIORAL DEFINITION:

Child will attend to speaker's eyes and mouth when spoken to.

CUE/S:

"Look."

MEASUREMENT CRITERIA:

Attention to eyes and mouth.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.5.1 Child will watch speaker's eyes and mouth with assistance.

1.5.1.1 Place child in a position so he can see your face.

1.5.1.2 Place both hands on the sides of the child's head so he can not turn away.

1.5.1.3 Cue, "Look." Talk to the child clearly and slowly. Use inflection and animation while talking to hold the child's interest. Smile often to reinforce. Singing may be used instead of talking.

1.5.2 Child will watch speaker's eyes and mouth with no assistance.

1.5.2.1 Resume previous position.

1.5.2.2 Cue, "Look." If child looks, reinforce with praise and attention. Talk to child as in above sequence. If attention wanders and eye contact is lost, turn child's head back to you. Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.6

PROFILE ITEM:

Vocalizes when talked to.

BEHAVIORAL DEFINITION:

When the child is being talked to by others, he vocalizes in response.

MEASUREMENT CRITERIA:

Vocalizations.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.6.1 Child will vocalize in response to imitation of his own vocal play by others.

1.6.1.1 Approach child during his babbling or vocal play activity.

1.6.1.2 Pick him up and hold him in a face to face position.

1.6.1.3 Mimic his vocalizations. Stop. When he resumes vocalizations, begin mimicking again. Repeat sequence.

1.6.2 Child will vocalize when talked to.

1.6.2.1 Hold child in face to face position and begin talking to him.

1.6.2.2 When child begins to vocalize, reinforce by bouncing or jiggling movement.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.7

PROFILE ITEM:

Looks and searches for source of voice or sound.

BEHAVIORAL DEFINITION:

When child hears voice or sound he will look at or search for source.

CUE/S:

"Look."

MEASUREMENT CRITERIA:

Looks, searches for source of sound.

MATERIALS NEEDED:

Rattle, blanket, toy.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.7.1 Child will turn head to sound of rattle with assistance.

1.7.1.1 Place the child on the floor in supine or prone position.

1.7.1.2 Sit on one side of the child. While he is looking at you cue, "Look" and shake the rattle.

1.7.1.3 Move to other side of child, cue, "Look" and shake rattle. If he does not turn his head to other side, do it for him. Shake rattle again and cue, "Look". Repeat sequence.

1.7.2 Child will turn head to sound of rattle with no assistance.

1.7.2.1 Place child on floor in supine or prone position.

1.7.2.2 Sit beside the child on the opposite side his head is turned.

1.7.2.3 Cue, "Look" and shake rattle. When he turns his head, reinforce by giving him the rattle. Allow him to play with the rattle, then repeat sequence, always moving to side opposite of the side he is facing.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.7

PROFILE ITEM:

Looks and searches for source of voice or sound.

BEHAVIORAL DEFINITION:

When child hears voice or sound he will look at or search for source.

CUF/S:

"Look."

MEASUREMENT CRITERIA:

Looks, searches for source of sound.

MATERIALS NEEDED:

Rattle, blanket, toy.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.7.1 Child will turn head to sound of rattle with assistance.

1.7.1.1 Place the child on the floor in supine or prone position.

1.7.1.2 Sit on one side of the child. While he is looking at you cue, "Look" and shake the rattle.

1.7.1.3 Move to other side of child, cue, "Look" and shake rattle. If he does not turn his head to other side, do it for him. Shake rattle again and cue, "Look". Repeat sequence.

1.7.2 Child will turn head to sound of rattle with no assistance.

1.7.2.1 Place child on floor in supine or prone position.

1.7.2.2 Sit beside the child on the opposite side his head is turned.

1.7.2.3 Cue, "Look" and shake rattle. When he turns his head, reinforce by giving him the rattle. Allow him to play with the rattle, then repeat sequence, always moving to side opposite of the side he is facing.

PROFILE NUMBER 1.7 CONTINUED

1.7.3 Child will turn head to sound of voice.

1.7.3.1 Place child on floor in supine or prone position.

1.7.3.2 Sit on floor on opposite side of the way child's head is turned.

1.7.3.3 Cue, "Look" and talk to child slowly and clearly. When he turns his head, pick him up or give him a toy to play with.

1.7.3.4 Repeat sequence, alternating sides.

1.7.4 Child will search for sound of voice.

1.7.4.1 Place child on floor or in crib. Position yourself so child can not see you.

1.7.4.2 Cue, "Look" and talk to child.

1.7.4.3 When child correctly locates you, walk over to him while he is watching, continuing to talk to him. Pick him up or give him a toy.

1.7.4.4 Repeat sequence, varying position in the room.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.8

PROFILE ITEM:

Stops crying in response to vocal stimulation.

BEHAVIORAL DEFINITION:

Crying will cease due to vocal stimulation.

CUE/S:

Verbalizations.

MEASUREMENT CRITERIA:

Vocalizations cease.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.8.1 Child will stop babbling in response to vocal stimulation as a check on hearing ability.

1.8.1.1 Approach child in crib while he is babbling. Approach from behind so child does not see you.

1.8.1.2 Stand behind crib and speak slowly and clearly to child. If child hears, he should cease babbling and search for the source of the voice.

1.8.2 Child will stop crying in response to vocal stimulation.

1.8.2.1 While child is crying, approach him.

1.8.2.2 Speak slowly and clearly to him in a pleasant voice.

1.8.2.3 Continue speaking until child stops crying. Then pick him up, but only after crying has stopped, so as not to reinforce the crying behavior.

NOTE: This should be done only if child is crying for attention. If he is wet, hungry, or in physical discomfort, attend to these problems first.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.9

PROFILE ITEM:

Looks and/or vocalizes in response to own name.

BEHAVIORAL DEFINITION:

Child recognizes his own name and indicates so by looking toward speaker or vocalizing.

CUE/S:

Child's name.

MEASUREMENT CRITERIA:

Looking at face, eye contact, vocalizations when he hears his name.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.9.1 Child will be stimulated auditorily.

1.9.1.1 Each time the child is picked up, say his name.

1.9.1.2 Say child's name during feeding, diapering, bathing, while holding or rocking him, etc..

1.9.2 Child will look at speaker's face or establish eye contact when his name is spoken, with assistance.

1.9.2.1 Hold child in a position so he can see your face.

1.9.2.2 Cue, "Johnny."

1.9.2.3 If child does not look, turn his head so he is looking at your face. Cue name again.

1.9.2.4 When he is looking at your face, or when eye contact has been established, reinforce with smiles and/or rhythmic movement.

PROFILE NUMBER 1.9 CONTINUED

1.9.3 Child will look and/or vocalize in response to own name.

1.9.3.1 Hold child and cue, "Johnny." Reinforce each time he turns head and looks or each vocalization.

1.9.3.2 Place child on floor or in crib.

1.9.3.3 Move some distance away from him and cue, "Johnny."

1.9.3.4 When child looks at you or vocalizes in response, walk toward him, saying his name. Pick him up and reinforce.

1.9.3.5 Repeat sequence from different points in the room.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.10

PROFILE ITEM:

Four or more different syllables present at once during vocalizations.

BEHAVIORAL DEFINITION:

During the child's babbling, there are at least four different syllables present.

CUE/S:

"Da", "Ma", "Pa", "Ba" (will depend on the child).

MEASUREMENT CRITERIA:

Four different syllables.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.10.1 Child will be stimulated auditorily with different syllables.

1.10.1.1 Observe the child during his vocal play. Make note of the sounds he is using and the frequency with which these sounds occur.

1.10.1.2 Decide which sounds are being used with the most frequency.

1.10.1.3 Note the rhythm and inflections of the child's vocal play.

1.10.1.4 Place the child in a position so he can see your face. Using one of the syllables (Ex: "Ma"), say it over and over using rhythm and inflections.

1.10.1.5 Repeat sequence using the other three syllables (Ex: "da", "pa", "ba").

1.10.2 Child will vocalize one syllable in imitation.

1.10.2.1 Place the child in a position so he can see your face. Cue, "Ma", exaggerate the sound. Position the child's lips if necessary.

1.10.2.2 Begin repeating "Ma" over and over in rhythm.

1.10.2.3 When child begins to imitate, start moving the child in rhythm to the vocal play. (Ex: If holding the child on lap, bounce in rhythm)

1.10.2.4 Repeat sequence with other syllables.

PROFILE NUMBER 1.10 CONTINUED

1.10.3 Child will vocalize two different syllables.

1.10.3.1 Follow sequence for previous objective (1.10.2.1).

1.10.3.2 Begin vocalizing two syllables, alternating in rhythm.
Cue, "Ma, pa."

1.10.3.3 When child starts vocalizing this, begin the reinforcement of the rhythmic movements.

1.10.4 Child will vocalize three different syllables.

1.10.4.1 Repeat sequence, cueing three syllables. (Ex: ma, pa, da)

1.10.5 Child will vocalize four different syllables.

1.10.5.1 Repeat sequence, cueing four syllables. (Ex: ma, pa, da, ba)

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.11

PROFILE ITEM:

Looks for family members or pets named in conversation.

BEHAVIORAL DEFINITION:

Child will search for the pet or family member when that name is heard and recognized.

CUE/S:

Pointing, name of person.

MEASUREMENT CRITERIA:

Looks for person named.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.11.1 Child will associate the name with family member.

1.11.1.1 Place child and family member in face to face position.

1.11.1.2 Point to family member (Ex: brother) and cue name, "Bobby."

1.11.1.3 After cue has been given, Bobby should point to himself and cue, "Bobby."

1.11.1.4 Repeat cue several times, each time pointing to Bobby.

1.11.2 Child will look for or reach out to family member named when that person is near him.

1.11.2.1 Position as above. Cue, "Bobby." Do not cue by pointing.

1.11.2.2 When child responds to cue by looking at or reaching out, Bobby should clap his hands and hug or kiss the child.

1.11.3 Child will respond to cue by looking at that person when he is some distance away.

1.11.3.1 Position child and Bobby several feet away from each other.

1.11.3.2 Cue, "Bobby." While child is looking for Bobby repeat cue again. When child locates Bobby, Bobby should clap his hands, walk over to the child, and hug him or pick him up.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.12

PROFILE ITEM:

Vocalizations consist of sentence like utterances but no true words present.
Repeats combination of two or more sounds.

BEHAVIORAL DEFINITION:

Child is combining two or more sounds during vocalizations.

CUE/S:

"Ma-pa."

MEASUREMENT CRITERIA:

Use of syllable combinations.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.12.1 Child will listen to auditory stimulation involving two sound combinations.

1.12.1.1 Place child in face to face position.

1.12.1.2 Cue, "Ma-pa." Repeat slowly and clearly.

1.12.2 Child will vocalize two syllable combination in imitation.

1.12.2.1 Repeat above sequence.

1.12.2.2 When child begins to imitate, reinforce with affection, rhythmic play, etc.. Reinforce each imitative attempt.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.13

PROFILE ITEM:

Uses the consonants (d, m, b, z).

BEHAVIORAL DEFINITION:

During child's vocal play, the above four sounds are used.

CUE/S:

Sounds (d, m, b, z).

MEASUREMENT CRITERIA:

Use of the sounds.

MATERIALS NEEDED:

Mirror, tongue depressors, swizzle sticks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.13.1 Child will vocalize (d) sound with assistance.

1.13.1.1 Place child in a position so he can see your face.

1.13.1.2 Vocalize the (d) sound slowly and distinctly.

1.13.1.3 Open own mouth and place tongue up behind top teeth. Put one of the child's hands in front of your mouth. Vocalize the (d) sound and expel the air so child can feel the air stream on his hand. Vocalize in rhythm (d-d-d).

1.13.1.4 Position child's mouth. If necessary, use finger or tongue depressor to place tongue. Or touch the spot on the gum ridge with a swizzle stick dipped in cold water so he can feel the exact spot. Use a mirror so child can see what he is doing.

1.13.1.5 When correct placement is established, encourage vocalization by placing child's hand on own throat so he can feel vibrations. While vocalizing, drop tongue quickly, expelling the air to produce the (d) sound.

PROFILE NUMBER 1.13 CONTINUED

1.13.2 Child will vocalize the (m) sound with assistance.

- 1.13.2.1 Place child in a position so he can see your face. Place mirror close by.
- 1.13.2.2 Vocalize the (m) sound slowly and distinctly.
- 1.13.2.3 Place lips together. Take child's arm. Place your lips on his arm and num so he can feel the vibrations.
- 1.13.2.4 Position child's lips. Use mirror so he can see himself. If child has trouble keeping his lips together, have him practice holding a tongue depressor between his lips. Slowly withdraw the stick until his lips remain closed.
- 1.13.2.5 Look at the child and say (mmm). Reinforce each of his attempts at producing the sound.

1.13.3 Child will vocalize the (b) sound with assistance.

- 1.13.3.1 Place child in a position so he can see your face.
- 1.13.3.2 Vocalize the (b) sound slowly and distinctly.
- 1.13.3.3 Place lips loosely together. Vocalize and release air through lips.
- 1.13.3.4 Position child's lips. Use mirror. Follow placement sequence for the (m) sound. Expel air on his hand during sound production.
- 1.13.3.5 Look at child, vocalize (b-b-b) in rhythm. Reinforce his attempts at vocalization.

1.13.4 Child will vocalize (z) sound with assistance.

- 1.13.4.1 Place child in a position so he can see your face.
- 1.13.4.2 Vocalize the (z) sound slowly and distinctly.
- 1.13.4.3 Put teeth together. Make a smile so the teeth show. Use voice and hiss through the teeth.
- 1.13.4.4 Position the child's teeth together, tell him to "smile." Use mirror.
- 1.13.4.5 Look at the child, vocalize (z). Place his hand on your throat to feel the vibrations. Reinforce his attempts to vocalize (z).

1.13.5 Child will vocalize (d, m, b, z) on cue.

- 1.13.5.1 Repeat above sequences until child can imitate sound with assistance.
- 1.13.5.2 Cue using each sound separately. Child will vocalize each one without assistance.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.14

PROFILE ITEM:

Looks at some common objects when their names are spoken.

BEHAVIORAL DEFINITION:

Same.

CUE/S:

"Look." Object (Ex: "ball", "cup").

MEASUREMENT CRITERIA:

Regards or reaches for objects on cue.

MATERIALS NEEDED:

Objects such as ball, cup - whatever name is being taught.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.14.1 Child will associate an object with it's name.

1.14.1.1 Select a common object that you want the child to know.

1.14.1.2 Point to the object. Cue, (Ex: "ball")

1.14.1.3 Pick up object and pass object before eyes. Repeat cue.

1.14.1.4 Repeat cue again, give object to child.

1.14.2 Child will look at object when it's name is spoken.

1.14.2.1 Cue, "Look, ball." Pass object slowly before the child's eyes.

1.14.2.2 Place object in front of child. Cue, "Look, ball." When child looks at ball, reinforce.

1.14.2.3 Place object to the right of child. Cue, "Look, ball." Reinforce.

1.14.2.4 Place object to the left of child. Cue, "Look, ball."

1.14.2.5 Repeat sequence, varying position of object.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.15

PROFILE ITEM:

Responds to "no" by stopping activity.

BEHAVIORAL DEFINITION:

Child will stop undesirable behavior in response to the verbal cue "no."

CUE/S:

"No."

MEASUREMENT CRITERIA:

Activity stopped on cue.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.15.1 Child will understand the meaning of "no."

- 1.15.1.1 When child is engaged in an activity that should be stopped, approach him. Cue, "No."
- 1.15.1.2 If the child has an object he shouldn't, gently take it from him. Hold his hands and cue, "No."
- 1.15.1.3 Give him one of his toys, and praise him as he plays with it.
- 1.15.1.4 If child is into an area that he shouldn't be, approach him. Cue, "No."
- 1.15.1.5 Pick child up and remove him from the area. Cue, "No."
- 1.15.1.6 Redirect his activity to something more favorable. Reinforce him several times as he plays well in the alternate situation.

1.15.2 Child will respond to "no" by stopping activity.

- 1.15.2.1 Cue, "No" when you want child to stop activity.
- 1.15.2.2 When child stops in response to cue, reinforce him immediately by picking him up, hugging or praising. Redirect activity and reinforce child as he engages in a new activity.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.16

PROFILE ITEM:

Index maintained for up to a full minute while looking at pictures when they are named

BEHAVIORAL DEFINITION:

Child will attend to pictures for one minute while they are being named.

CUE/S:

Name of object, "Look", pointing.

MEASUREMENT CRITERIA:

Attends for one minute while pictures are named.

MATERIALS NEEDED:

Object pictures, animal pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.16.1 Child will maintain interest for twenty seconds while pictures of single objects or animals are named.
 - 1.16.1.1 Hold child on lap and give the verbal cue, "Look."
 - 1.16.1.2 Show child one picture at a time and name it. Cue, "look" and name picture. Show child three or four pictures for an initial period of twenty seconds. Before showing each picture give the verbal cue.
 - 1.16.1.3 Take child's hand and tap it on the picture, naming the picture in rhythm with the tapping.
- 1.16.2 Child will maintain interest for thirty seconds while looking at pictures when they are named.
 - 1.16.2.1 Repeat above sequence.
- 1.16.3 Child will maintain interest for up to a full minute while looking at pictures when they are named.
 - 1.16.3.1 Repeat above sequence, increasing the time periods until child is maintaining interest for up to a full minute.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.17

PROFILE ITEM:

Some gesture language used (shakes head for "NO").

BEHAVIORAL DEFINITION:

Child will communicate by using the appropriate gesture (partial head rotation) in response to verbal cue given by trainer.

CUE/S:

"No, no."

MEASUREMENT CRITERIA:

Uses the gesture appropriately.

MATERIALS:

None.

BEHAVIORAL OBJECTIVES:

- 1.17.1 Child will move head in "No-no" fashion in imitation of trainer.
 - 1.17.1.1 Model "no-no" movement, cueing rhythmically "no-no." Without breaking cadence, place hands on either side of child's face and begin like motion.
 - 1.17.1.2 Model "no-no" movement. Place child's hands on your own face. Hold them in place and continue movement, cueing rhythmically "no-no."
- 1.17.2 Child moves head in "no-no" fashion in response to verbal cue, "No-no."
 - 1.17.2.1 Repeat sequence, slowly removing hand guidance. Continue head movement and verbal cue, "No-no."
 - 1.17.2.2 Repeat sequence, fading out head movement to rely solely on verbal cue.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.18

PROFILE ITEM:

Repeats words other than "mama" or "dada" usually the name of a pet or toy.

BEHAVIORAL DEFINITION:

Child will demonstrate need or desire by using appropriate single word instead of gesture.

CUE/S:

Name of object.

MEASUREMENT CRITERIA:

Understandable verbalization.

MATERIALS NEEDED:

Those relevant to word to be learned (Ex: ball for ball, etc.).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.18.1 Child will look at object corresponding to word.

1.18.1.1 Use single word cue (Ex: "ball").

1.18.1.2 Tap an object, repeat cue, and pass slowly before eyes.

1.18.1.3 Place on table before child and repeat cue. May have to tap object again. Repeat sequence.

1.18.2 Child will approximate word corresponding to object.

1.18.2.1 Show object, saying cue.

1.18.2.2 With object between teacher and child say word slowly and distinctly.

1.18.2.3 Position child's lips, teeth or tongue if necessary.

1.18.2.4 For any verbal attempt to say word, offer object to child.

1.18.2.5 Remove object and repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.19

PROFILE ITEM:

Uses some exclamations ("oh-oh").

BEHAVIORAL DEFINITION:

Child will use exclamation ("oh-oh") in appropriate situation.

CUE/S:

"Oh-oh."

MEASUREMENT CRITERIA:

Use of ("oh-oh").

MATERIALS NEEDED:

Stuffed toy.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.19.1 Child will listen to "oh-oh" used in appropriate situation.

1.19.1.1 Hold stuffed toy high and drop it. Cue, "Oh-oh" exaggerating cue and varying tone of voice. Repeat.

1.19.1.2 Pick up toy and give it to child. Say, "Now you do it." When he drops toy, cue, "oh-oh."

1.19.2 Child will imitate verbal cue, "oh-oh."

1.19.2.1 Repeat sequence.

1.19.2.2 Cue, "Oh-oh." Say, "Now you say it." Drop toy again. Reinforce child when he imitates cue.

1.19.3 Child will say "oh-oh" in appropriate situation.

1.19.3.1 Repeat sequence, phasing out cue. Reinforce child whenever he says "oh-oh" appropriately.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.20

PROFILE ITEM:

Follows simple commands like "Come here", "Give me."

BEHAVIORAL DEFINITION:

In response to verbal command "Come" child will approach speaker.

CUE/S:

"Come", "Come here", "Give", "Give me", "Give toy."

MEASUREMENT CRITERIA:

Follows command.

MATERIALS NEEDED:

Toys, objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.20.1 Child will respond to verbal cue "Come here" with assistance.
 - 1.20.1.1 Parents position themselves five feet apart, with child's back immediately in front of one person.
 - 1.20.1.2 Parent opposite child will hold attractive toy and cue, "Come here."
 - 1.20.1.3 Parent behind child will aid child in moving toward opposite parent who will give toy to child as reinforcement.
- 1.20.2 Child will respond to verbal cue, "Come here" with minimum assistance.
 - 1.20.2.1 Repeat sequence.
 - 1.20.2.2 On the cue, "Come here" parent behind child will gently push child toward opposite parent. Child will continue on his own, and receive the toy as reinforcement.
- 1.20.3 Child will respond to verbal cue, "Come here" independently.
 - 1.20.3.1 Repeat sequence.
 - 1.20.3.2 Give no assistance. Child will approach parent on the cue, "Come here."
- 1.20.4 Child will respond to cue, "Give toy" with assistance.
 - 1.20.4.1 Child holds toy. Cue, "Give toy" and take toy from child.
 - 1.20.4.2 Reinforce him immediately.

PROFILE NUMBER 1.20 CONTINUED

1.20.5 Child will respond to cue, "Give toy."

1.20.5.1 Child holds toy. Cue, "Give toy."

1.20.5.2 Hold out hand to child, but do not take toy from him.

1.20.5.3 When child gives the toy, reinforce.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.21

PROFILE ITEM:

Responds by searching movements/vocalizations to simple questions like "Where is daddy?"

BEHAVIORAL DEFINITION:

Child demonstrates an understanding of simple questions by searching movements or vocalizations.

CUE/S:

Daddy, "Where's daddy.", pointing.

MEASUREMENT CRITERIA:

Demonstrates comprehension by looking, pointing, etc..

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.21.1 Child will point, with assistance, to father in response to cue.

1.21.1.1 Father, mother and child are seated near each other.

1.21.1.2 Say to child, "Where's daddy?"

1.21.1.3 Point to father and assist child in pointing to him.

1.21.1.4 Repeat sequence.

1.21.2 Child will point to father in hide and seek situation.

1.21.2.1 Father will hide behind chair as child watches.

1.21.2.2 Ask, "Where's daddy?"

1.21.2.3 Mother and child point to chair when cue has been given.

1.21.2.4 Father appears from behind chair, walks over to child and picks him up.

1.21.3 Child will point to father in response to verbal cue.

1.21.3.1 Father moves to various parts of the room.

1.21.3.2 Give cue, "Where's daddy?"

1.21.3.3 Reinforce child when he points to father.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.22

PROFILE ITEM:

Consistent use of three or more words.

BEHAVIORAL DEFINITION:

Child consistently uses at least three words appropriately.

CUE/S:

Word being taught (Ex: down, up, drink, potty, milk).

MEASUREMENT CRITERIA:

Use of word.

MATERIALS NEEDED:

Those relevant to word being taught.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.22.1 Child will hear words used in appropriate situation.

1.22.1.1 (Ex: up) Cue, "Up." Reach down, pick up child.

1.22.1.2 As child is being lifted, cue, "Up."

1.22.1.3 Lift him up and hold for a second. Repeat cue, "Up."

1.22.1.4 Start lowering child down. Cue, "Down." Keep repeating cue until child is back on the floor.

1.22.2 Child will use the words correctly.

1.22.2.1 Give cue. Say to child, "Now you say it."

1.22.2.2 When child says "Up", reinforce by lifting him up.

1.22.2.3 Repeat for "Down."

1.22.3 Child will use at least three words.

1.22.3.1 Repeat sequences in similar fashion for other action words.

1.22.3.2 For learning names of objects, show child the object, use it's name as the cue and reinforce child for repeating the word.

1.22.3.3 To establish the words in the child's vocabulary, repeat the above sequences several times a day.

1.22.3.4 Whenever these words are used by the child reinforce with affection or food.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.23

PROFILE ITEM:

Responds verbally to simple request (says bye-bye).

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Bye-bye", waving of hand.

MEASUREMENT CRITERIA:

Child responds with verbal bye-bye.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.23.1 Child hears "bye-bye" used in appropriate situation.

1.23.1.1 Child and others are seated together.

1.23.1.2 Stand up and tell child where you are going.

1.23.1.3 Wave and say "bye-bye" to everyone there. Each person responds to cue by replying "bye-bye."

1.23.1.4 Wave and say "bye-bye" to child. Then leave the room.

1.23.1.5 Repeat.

1.23.2 Child will respond to visual and verbal cue, "bye-bye" by waving and mouth movement or vocalization.

1.23.2.1 Repeat sequence. When child moves mouth or vocalizes, reinforce immediately.

1.23.2.2 Continue to reinforce each attempt to say "bye-bye." Repeat several times until child has more closely approximated desired verbal "bye-bye."

1.23.3 Child will respond to verbal cue only by saying "bye-bye."

1.23.3.1 Repeat sequence, but give verbal cue only.

1.23.3.2 Reinforce with praise, affection or food tidbits only when child responds verbally by saying "bye-bye."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.24

PROFILE ITEM:

Consistent use of seven or more words.

BEHAVIORAL DEFINITION:

Child consistently uses at least seven words.

CUE/S:

Word being taught.

MEASUREMENT CRITERIA:

Consistent use of word.

MATERIALS NEEDED:

Those relevant to word being taught.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.24.1 Child will hear words used in appropriate situation.

1.24.1.1 Use single word cue.

1.24.1.2 Point to object, repeat cue. Place child's hand on object, or move object in front of child's eyes.

1.24.1.3 If word being taught is action word, go through action alone, then with child. Repeat cue.

1.24.2 Child will repeat words.

1.24.2.1 Repeat above sequence.

1.24.2.2 Say, "Now you say it." Repeat cue.

1.24.2.3 Reinforce each attempt to say word.

1.24.2.4 Provide child with opportunities to use each new word and reinforce each correct use of it.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.25

PROFILE ITEM:

Uses the consonants (w, t, n).

BEHAVIORAL DEFINITION:

During child's vocal play, the above sounds are used.

CUE/S:

W, n, t.

MEASUREMENT CRITERIA:

Produces the sounds.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.25.1 Child will vocalize the (w) sound with assistance.

1.25.1.1 Place the child in a position so he can see your face, or position him in front of a mirror.

1.25.1.2 Vocalize the (w) sound slowly and distinctly.

1.25.1.3 Round lips as if saying (oo). Breath is blown out gently and voice is used.

1.25.1.4 Position child's lips. Aid child in correctly producing this sound by having him make the sound of (oo) followed by the sound of (uh) (Ex: "oo-uh", "oo-uh"). As these two sounds are repeated more rapidly, they will blend into the sound of (w). Use a mirror to aid in imitation.

1.25.2 Child will vocalize (t) sound with assistance.

1.25.2.1 Vocalize sound slowly and distinctly.

1.25.2.2 Open own mouth and place tongue up behind top teeth. Release air suddenly and lower tongue quickly. Do not vocalize.

1.25.2.3 Position child's mouth and tongue correctly. Repeat sound. Reinforce attempts at imitation.

PROFILE NUMBER 1.25 CONTINUED

1.25.3 Child will produce (n) sound with assistance.

1.25.3.1 Position child so he can see your face, or in front of a mirror.

1.25.3.2 Vocalize the (n) sound slowly and distinctly.

1.25.3.3 Place tongue tip lightly on gum ridge behind upper teeth. Air passes out through the nose to produce nasal sound. Lips and teeth are parted. Vocalize.

1.25.3.4 Position child's mouth, teeth, tongue. Indicate to him where the air comes out by placing his hand under own nose to feel air stream.

1.25.3.5 Produce (n) sound again. Reinforce child's attempts at imitation.

1.25.4 Child will produce the consonants (w, t, n) on cue.

1.25.4.1 Repeat above sequences until child can imitate sounds with assistance.

1.25.4.2 Cue, using each sound separately. Child will produce each one without assistance.

PROFILE ITEM:

Listens to rhymes and jingles (three minutes).

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Listen."

MEASUREMENT CRITERIA:

Child listens for three minutes.

MATERIALS NEEDED:

Books, records.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.26.1 Child will listen to records of rhymes and jingles for one minute.

1.26.1.1 Hold child on lap and turn on record player.

1.26.1.2 While listening, jiggle the child on your knee or clap the child's hands in rhythm to the music.

1.26.1.3 Do this for one minute.

1.26.2 Child will listen to the record for two minutes.

1.26.2.1 Repeat above sequence, increasing the time period to two minutes.

1.26.3 Child will listen to records of rhymes and jingles for three minutes.

1.26.3.1 Repeat sequence increasing the time period to three minutes.

1.26.4 Child will listen to rhymes and jingles being read to him from a book.

1.26.4.1 Hold child and read to him.

1.26.4.2 While reading, exaggerate the rhythm. Jiggle the child on your knee, nod your head or tap the child's knee in rhythm.

1.26.4.3 Repeat sequence, gradually increasing the amount of time spent from one minute to three minutes.

PROFILE NUMBER 1.26 CONTINUED

1.26.5 Child will listen as a rhyme or jingle is recited.

1.26.5.1 Repeat rhymes from memory.

1.26.5.2 Clap hands in rhythm.

1.26.5.3 Assist child in clapping hands, or encourage him to do it by himself.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.27

PROFILE ITEM:

Identifies pictures of a few named objects or the objects themselves by pointing or vocalizing.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Names of pictures used (Ex: "cup").

MEASUREMENT CRITERIA:

Points to picture or vocalizes.

MATERIALS NEEDED:

Objects and pictures of these objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.27.1 Child recognizes name of the object itself (cup).

1.27.1.1 Place cup in front of child.

1.27.1.2 Cue, "Cup" and point to it.

1.27.1.3 Place cup in child's hands and let him feel it. Cue, "Cup."

1.27.1.4 Explain or demonstrate to child what a cup is used for.

1.27.1.5 During the day, whenever the child sees or uses a cup, give cue.

1.27.2 Child recognizes a picture of the object (cup).

1.27.2.1 Place cup in front of child.

1.27.2.2 Place a picture of a cup in front of child.

1.27.2.3 Point to object. Cue, "Cup."

1.27.2.4 Point to picture. Cue, "Cup."

1.27.2.5 Reinforce child as he points to cup or attempts to say the word.

PROFILE NUMBER 1.27 CONTINUED

1.27.3 Child identifies the object and/or picture from a group of two.

1.27.3.1 Place the cup and another object in front of the child.

1.27.3.2 Explain to the child that he must point to the object.

1.27.3.3 Cue, "Cup." reinforce for pointing.

1.27.3.4 Point to cup. Say "What is this?" Reinforce child for correct verbal response.

1.27.3.5 Remove two objects and replace with two pictures of these objects.

1.27.3.6 Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.28

PROFILE ITEM:

Recognizes names of various body parts.

BEHAVIORAL DEFINITION:

Child will show a recognition of body parts by pointing to correct part on cue.

CUE/S:

Body part (Ex: "Leg", "Arm").

MEASUREMENT CRITERIA:

Points to correct part.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.28.1 Child recognizes the body part (leg).

1.28.1.1 Sit or stand face to face.

1.28.1.2 Point to own leg. Cue, "Leg."

1.28.1.3 Guide child's hand to touch your leg. Cue, "Leg."

1.28.1.4 Repeat sequence.

1.28.1.5 Point to child's leg. Cue, "Leg."

1.28.1.6 Guide child's hand to touch his own leg. Cue, "Leg."

1.28.1.7 Repeat sequence.

1.28.2 Child will respond to cue.

1.28.2.1 Cue, Leg."

1.28.2.2 Reinforce child as he points to leg.

1.28.3 Child will recognize other body parts.

1.28.3.1 Repeat sequences with other body parts (arm, eyes, nose).

PROFILE NUMBER 1.28 CONTINUED

1.28.4 Child will play game "Simon Says."

- 1.28.4.1 Explain game to child. (He must point to the body part named.)
- 1.28.4.2 Stand facing each other.
- 1.28.4.3 Say, "Simon says, 'point to your leg'."
- 1.28.4.4 Child is reinforced for correct response only.
- 1.28.4.5 Repeat with other body parts.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.29

PROFILE ITEM:

Words used rather than gestures to express wants and needs.

BEHAVIORAL DEFINITION:

Same as above.

CJE/S:

MEASUREMENT CRITERIA:

Uses words.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.29.1 Child will hear word used for the gesture (Ex: getting a drink).

1.29.1.1 When child points to faucet for drink, give cue, "Drink" or "Water."

1.29.1.2 Give him the water, cue, "Drink."

1.29.1.3 While he is drinking, cue, "Drink."

1.29.1.4 Repeat sequence everytime child wants a drink.

1.29.2 Child will use word rather than gesture.

1.29.2.1 Repeat above sequence, but change cue to, "Say drink."

1.29.2.2 Reinforce child with praise or hugs each time he verbalizes "Drink."

1.29.2.3 The drink itself may be used as reinforcement. Delay giving the child the drink until he attempts to vocalize his wants.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.30

PROFILE ITEM:

Brings a familiar object from another room on request.

BEHAVIORAL DEFINITION:

Child will go to another room, correctly select an item and carry it back.

CUE/S:

"Get the book."

MEASUREMENT CRITERIA:

Same as item.

MATERIALS NEEDED:

Book or other object.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.30.1 Child will observe an item being brought from another room.

1.30.1.1 Cue, "Get book."

1.30.1.2 Leave the room.

1.30.1.3 Get a book and bring it back. Give it to the child.

1.30.2 Child will bring a book from another room with assistance.

1.30.2.1 Cue, "Get book."

1.30.2.2 Take child by the hand, go to the other room.

1.30.2.3 Repeat cue, get the book and read it to the child.

1.30.3 Child will bring the book in response to the cue.

1.30.3.1 Cue, "Get the book."

1.30.3.2 Child will go to the room alone, get the book and bring it back.

1.30.3.3 Reinforce child, and read the book to him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.31

PROFILE ITEM:

Identifies two or more objects from a group of familiar objects.

BEHAVIORAL DEFINITION:

Same.

CUE/S:

Name of object (Ex: book, shoe).

"Point to ____.", "What's this?", "Give me ____."

MEASUREMENT CRITERIA:

Points or verbalizes.

MATERIALS NEEDED:

Familiar objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.31.1 Child will select one object from a group of three.

1.31.1.1 Place a book, shoe, and a cup in front of child. Name and point to each item.

1.31.1.2 Say the name of each item again, and place child's hand on the item.

1.31.1.3 Cue, "Give me book."

1.31.1.4 Reinforce correct response.

1.31.1.5 Repeat sequence, telling child to point to each item, varying the order.

1.31.2 Child will select two items from a group.

1.31.2.1 Repeat above sequence, gradually increasing the number of items in the group.

1.31.2.2 Cue, "Give me book and shoe."

1.31.2.3 Reinforce correct responses.

PROFILE NUMBER 1.31 CONTINUED

1.31.3 Child will name objects in a group of familiar objects.

1.31.3.1 Place original three items in front of child.

1.31.3.2 Point to one of the items (Ex: book).

1.31.3.3 Cue, "What's this?"

1.31.3.4 Repeat for each item, reinforcing each correct verbal response.

1.31.3.5 Repeat sequence, gradually increasing number of items in the group.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.32

PROFILE ITEM:

Imitates two or three word sentences.

BEHAVIORAL DEFINITION:

Same.

CUE/S:

"Say '____'."

MEASUREMENT CRITERIA:

Imitates correctly.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.32.1 Child will hear a two word sentence, "See Mommy."

1.32.1.1 Place child so he can see your face.

1.32.1.2 Give cue, "See Mommy." Repeat.

1.32.2 Child will imitate a two word sentence.

1.32.2.1 Give cue, "See Mommy."

1.32.2.2 Say to child, "Now you say it." Repeat cue, "See Mommy."
Reinforce.

1.32.3 Child will imitate a three word sentence.

1.32.3.1 Repeat above sequences with a three word sentence such as,
"See Mommy's dress."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.33

PROFILE ITEM:

Understands personal pronouns (can distinguish, "Go to her", "Go to him").

BEHAVIORAL DEFINITION:

Same.

CUE/S:

"Give to her", "Give to him."

MEASUREMENT CRITERIA:

Responds appropriately to commands.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.33.1 Child will associate "her" with female.

1.33.1.1 Child and trainer sit across from a female who is familiar to the child.

1.33.1.2 Cue, "Jane, go to her."

1.33.1.3 Gently push child toward female.

1.33.1.4 Child will go to female and receive a hug, toy or candy.

1.33.1.5 Repeat sequence, cueing only "Go to her."

1.33.2 Child will associate "him" with male.

1.33.2.1 Repeat above sequence using cue, "Go to Tom", "Go to him."

1.33.3 Child will distinguish "Go to her" from "Go to him."

1.33.3.1 Child, trainer, male, and female sit together.

1.33.3.2 Cue, "Go to him." Child responds correctly and is reinforced.

1.33.3.3 Cue, "Go to her." Child is reinforced for correct response.

1.33.3.4 Male and female switch positions. Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.34

PROFILE ITEM:

Combines words into simple sentences (2-3 words).

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Any two or three word combinations.

MEASUREMENT CRITERIA:

Combines words into simple sentences.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.34.1 Child will imitate a two word sentence, "Want milk."

1.34.1.1 Position child in high chair. Give him a sip of milk.

1.34.1.2 Before giving him a second sip, cue, "Want milk." Say "Now you say it."

1.34.1.3 Reinforce child's attempts by giving him a sip of the milk.

1.34.1.4 Repeat sequence.

1.34.2 Child will imitate a three word sentence, "Want more milk."

1.34.2.1 Repeat above sequence, adding the word "more" to previous cue.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.35

PROFILE ITEM:

Points to four or five parts of a doll, or parts of the body or items of clothing shown in large pictures.

BEHAVIORAL DEFINITION:

Same.

CUE/S:

"Point to arm", etc..

MEASUREMENT CRITERIA:

Points to correct item.

MATERIALS NEEDED:

Large picture of a person, doll, large picture of clothing or picture of a clothed person, book, catalog or magazine.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.35.1 Child will point to parts of a doll.

1.35.1.1 Place a doll in front of the child.

1.35.1.2 Cue, "Leg", point to doll's leg. Cue, "Leg", point to own leg.
Cue, "Leg", point to child's leg.

1.35.1.3 Say, "Now you do it." Indicate the doll. Cue, "Leg."

1.35.1.4 Reinforce immediately if response is correct.

1.35.1.5 Repeat sequence for other parts of the doll.

1.35.2 Child will point to parts of body shown in large pictures.

1.35.2.1 Place a large picture of a person in front of the child.

1.35.2.2 Repeat above sequence using one-word cues.

1.35.3 Child will point to correct body part on doll and picture.

1.35.3.1 Place both doll and picture in front of child.

1.35.3.2 Explain to him that you want him to point to the body part on both the doll and the picture.

1.35.3.3 Give cue.

1.35.3.4 Reinforce only if child identifies body part on both items.

PROFILE NUMBER 1.35 CONTINUED

- 1.35.4 Child will point to items of clothing shown in large pictures.
- 1.35.4.1 Be sure child knows the names of clothing he wears.
 - 1.35.4.2 If he does not, let him become familiar with them by pointing to his shirt and cueing, "Shirt."
 - 1.35.4.3 Say, "Now you do it." Cue with, "Shirt."
 - 1.35.4.4 Reinforce him when he correctly points to shirt.
 - 1.35.4.5 Repeat with other clothing items (Ex: shoes, socks, coat, pants, etc.).
 - 1.35.4.6 Place the picture in front of child.
 - 1.35.4.7 Repeat sequence using the picture.
 - 1.35.4.8 Repeat sequence using a catalog.



THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.36

PROFILE ITEM:

Selects an item from a group of five varied items upon request.

BEHAVIORAL DEFINITION:

Same

CUE/S:

Name of object: - "Give me _____" "Point to _____" "Where is _____?"

MEASUREMENT CRITERIA:

Selects appropriate item

MATERIALS NEEDED:

Various objects. (ex. cup, spoon, doll, blanket)

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.36.1 Child will become familiar with a group of 5 items.

1.36.1.1 Sit on the floor across from child with 5 objects hidden from child, either behind your back or under a blanket.

1.36.1.2 Present objects to child one at a time in game-like fashion. Use the name of the object as the cue.

1.36.1.3 Place object in front of child. Give cue several items (ex. "Cup, cup"). Place child's hand on object. Repeat cue, tapping child's hand on the object in rhythm with the cue.

1.36.1.4 Give object to child, again repeating cue. Allow child to handle object. Reinforce any attempts by the child to say the name of the object.

1.36.1.5 Repeat sequence to present all the items to the child.

1.36.2 Child will select an item from a group of 2.

1.36.2.1 Place 2 objects in front of child. Hide an "M and M", raisin or other reinforcement under one of the objects, making sure child does not see where it has been hidden.

1.36.2.2 Give cue "Give me _____". When the child chooses the correct object, he will find the "M and M". Allow him to have it as an immediate reinforcement.

1.36.2.3 Repeat sequence, varying the order of the items to be selected. Do not set up a predictable pattern.

1.36.3 Child will select an item from a group of 5 varied items.

1.36.3.1 Repeat above sequence, increasing the number of items, until there are five in the group. Continue hiding the "M and M" for immediate reinforcement.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.37

PROFILE ITEM:

Uses own name in reference to self.

BEHAVIORAL DEFINITION:

Child refers to himself using his own name.

CUE/S:

Child's name - "Say Johnny".

MEASUREMENT CRITERIA:

Uses own name.

MATERIALS NEEDED:

Mirror, toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.37.1 Child will recognize mirror image as his own.

1.37.1.1 Place child in front of a mirror.

1.37.1.2 Point to mirror image, cue child's name, "Johnny".

1.37.1.3 Point to child, cue "Johnny".

1.37.1.4 Show child that the image in the mirror is his own by encouraging him to move about, make faces, put on a hat, etc.. Continue pointing to the child. Cue "Johnny". Pointing to mirror image. Cue "Johnny".

1.37.2.2 Say to child "Say, Johnny". If necessary, position his mouth to assist him in producing the word. Encourage him to look in the mirror to aid in positioning his mouth by imitation

1.37.2.2 Reinforce each attempt to say his name.

1.37.3 Child responds when his name is used by others, or he is asked a question regarding him.

1.37.3.1 Point to child and cue "Your name is 'Johnny' ".

1.37.3.2 Ask child "What's your name?". Reinforce correct response.

1.37.3.3 Hold one of the child's toys. Cue "Johnny's toy". Ask "Who's toy?". Reinforce correct response.

1.37.3.4 Place child in front of mirror. Point to image. Ask "Who's that?" Reinforce correct response.

1.37.3.5 During various situations, ask "Who's eating" - "Who's playing?" etc.. Reinforce child when he uses his own name in response.

1.37.3.6 Show child a picture of himself. Ask "Who's that?" If child has trouble recognizing his picture, go back to the mirror, point to image, cue "Johnny", point to picture, cue "Johnny", and point to child, cue "Johnny".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1 38

PROFILE ITEM:

Uses personal pronouns correctly and refers to self by using a pronoun.

BEHAVIORAL DEFINITION:

Same as above.

CUES:

The child is being taught (ex. "Me")

DESCRIPTION OF TASKS:

Same as above

MATERIALS NEEDED:

WPS, 120, 121, 122, 123

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.38.1 Child verbalizes the pronoun "Me" with assistance.

1.38.1.1 Place child in a position so he can see your face, or seat him in front of a mirror

1.38.1.2 Slowly and distinctly say "Me"

1.38.1.3 Cue "Say me" to child. Reinforce any attempts of his to imitate the word

1.38.1.4 If necessary, position the child's lips to aid in producing the word

1.38.1.5 Continue to reinforce successive approximations the child makes in imitation of the cue

1.38.2 Child imitates the two word sentence "Give me".

1.38.2.1 When child correctly responds to the cue "Me", move on to the cue "Give me".

1.38.2.2 Repeat above sequence changing the cue to "Give me".

1.38.2.3 Place a toy or other object in front of the child. Cue "Give me" and take toy from child. Cue "Give me" again, this time indicating that you want child to give you the toy. Repeat several times.

1.38.2.4 Continue above sequence with the toy. This time, child will imitate the cue "Give me" and receive the toy.

1.38.2.4.1 Toy is in front of child. Cue "Give me". Take toy from child when he hands it to you.

1.38.2.4.2 Now toy is in front of you. Cue "Say, give me" to child. When he imitates cue, give the toy to the child. Repeat this sequence. Hand toy to child everytime he says "Give me". Phase out the cue. When toy is in front of you and child wants it, he should spontaneously say "Give me" to obtain it.

1.38.3 Child will use pronoun "me" without assistance.

1.38.3.1 Sit on the floor with the child, about 4 or 5 feet apart. Child has large rubber ball.

1.38.3.2 Explain to child that you are going to play a game with the ball. When you want him to roll the ball to you, you will say "Give me". Likewise when he wants the ball, he must say "Give me".

Note: It is often difficult for a child to grasp the meaning of some pronouns, especially "you" and "I". However, with the presence of a good model and by hearing repetition of correct usage, the confusion will gradually pass, and the pronouns should fall into place.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.39

PROFILE ITEM:

Selects appropriate picture involving action words (eating, sleeping)

BEHAVIORAL DEFINITION:

Same

CUE/S

Action words ("Eating, sleeping, jumping")

"Show me _____"

"Point to _____"

MEASUREMENT CRITERIA:

Selects correct picture

MATERIALS NEEDED:

Action pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.39.1 Child will become familiar with several actions.

1.39.1.1 While child engages in an activity, give cues so child will become familiar with the names of the activities he engages in.

1.39.1.2 As child eats, cue "_____ is eating". Repeat cue several times. Repeat this using other members of the family as mod ls. (ex: "Daddy is eating", "Mother is eating")

1.39.1.3 When a family member is sleeping, cue "_____ is sleeping".

1.39.1.4 While child walks, cue "_____ is walking." Repeat for other family members.

1.39.1.5 Repeat for other actions such as laughing, jumping, running, crying.

1.39.2 Child will be shown pictures involving action words.

1.39.2.1 Seat child across from you. Present action pictures one at a time. Cue with single word. (ex: "Eating")

1.39.2.2 Point to picture. Cue "Eating". Encourage child to repeat cue.

1.39.2.3 Demonstrate or pantomime the action of eating. Encourage child to imitate the action.

1.39.2.4 Repeat sequence with other pictures.

1.39.3 Child will select the correct picture involving the action word requested.

1.39.3.1 Place three pictures in front of child.

1.39.3.2 Cue "Show me _____" or "Point to _____".

1.39.3.3 Reinforce correct response with candy or praise.

1.39.3.4 Vary the order or placement of the pictures to eliminate the possibility of a pattern developing or of the child anticipating the next selection.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.40

PROFILE ITEM:

Points to the smaller parts of the body (knees, elbows, wrists)

BEHAVIORAL DEFINITION:

Child will show a recognition of body parts by pointing to correct part on cue.

CUE/S

Body part (ex: "knee," "elbows")

MEASUREMENT CRITERIA:

Points to correct part

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.40.1 Child recognizes the body part (knee)

1.40.1.1 Sit or stand face to face.

1.40.1.2 Point to own knee. Cue "Knee".

1.40.1.3 Guide child's hand to touch your knee. Cue "Knee".

1.40.1.4 Point to child's knee. Cue "Knee".

1.40.1.5 Guide child's hand to touch his own knee. Cue "Knee".

1.40.1.6 Repeat sequence.

1.40.2 Child will respond to cue.

1.40.2.1 Cue "Knee".

1.40.2.2 Reinforce correct response.

1.40.2.3 Repeat sequence with other small body parts such as elbows
wrists, eyebrows, etc..

1.40.3 Child will play games involving body parts.

1.40.3.1 Play "Simon Says point to your _____". Reinforce for correct responses.

1.40.3.2 Make a stick with a ball of cotton at one end. Call it the "Magic Wand". As you call out single word cues, touch the child with the stick on the appropriate body part. Allow child to call out the cues. Give the child the stick and allow him to touch you on the right spot as you call out the cues.

NOTE: Body parts that may be taught include: knee, elbow, wrist, hair, nose, hip, stomach, cheek, toe, finger, foot, ear, eyebrows.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.41

PROFILE ITEM:

Identifies objects with their functions (Ex: "What do you eat with?").

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What's this?", Names of objects ("Spoon"), Function words ("Eat").

MEASUREMENT CRITERIA:

Correctly identifies the object when asked a question regarding it's function.

MATERIALS NEEDED:

Objects, pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.41.1 Child names object (spoon) and picture of object.

1.41.1.1 Place a spoon in front of child.

1.41.1.2 Point to object. Cue. "Spoon."

1.41.1.3 Ask child, "What's this?" Reinforce correct response.

1.41.1.4 Repeat sequence with a picture of a spoon.

1.41.2 Child learns the function of a spoon through demonstration.

1.41.2.1 Give child a spoon. You have a spoon.

1.41.2.2 Cue, "Eat." Begin pantomiming the activity of eating. Say, "You do it" to the child and encourage him to pantomime also.

1.41.2.3 During the pantomiming activity, say, "We eat with a spoon."

1.41.2.4 Stop pantomime. Ask child, "What do we do with a spoon?" Reinforce correct reply.

1.41.2.5 Ask, "What do you eat with?" Reinforce correct reply.

1.41.2.6 When child is eating lunch or dinner, mention the use of the spoon and the function of eating several times.

1.41.2.7 Repeat sequence for other objects.

PROFILE NUMBER 1.41 CONTINUED

1.41.3 Child will choose correct object from a group of objects when asked a question involving function.

1.41.3.1 Place a group of 3 - 5 objects in front of child. The objects should be ones used in the above sequences.

1.41.3.2 Explain to the child that he should answer the questions verbally or, depending on the child, by pointing.

1.41.3.3 Use either the single word cue (Ex: "Eat") or a short question (Ex: "What do you eat with?").

1.41.3.4 Reinforce correct response.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.42

PROFILE ITEM:

Associates body parts with their functions (Ex: "What do you see with?").

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Function words ("See"), name of body parts ("Eyes").

MEASUREMENT CRITERIA:

Correctly answers, verbally or by pointing, questions regarding the function of body parts.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.42.1 Child can point to or name body parts.

1.42.1.1 Review the body parts the child has learned previously.

1.42.1.2 Cue, "Eyes." Reinforce child when he points to his eyes.

1.42.1.3 Point to eyes. Ask, "What's this?" Reinforce the child's verbal response.

1.42.2 Child becomes familiar with the function of his eyes.

1.42.2.1 Point to your own or the child's eyes. Say, "You see with the eyes."

1.42.2.2 Close your eyes, open them and say, "When I open my eyes, I can see." Repeat, "You see with your eyes."

1.42.2.3 Ask child to close his eyes. Tell him to open them and say, "Now you can see, you see with your eyes."

1.42.2.3 Repeat sequence for other body parts and their functions.

1.42.3 Child responds correctly to questions involving body parts and their functions.

1.42.3.1 Ask child, "What do you see with?" Reinforce correct response.

1.42.3.2 Ask child, "What do you do with your eyes?" Reinforce child's correct response (either "See" or "You see with your eyes.>").

1.42.3.3 Repeat for other body parts.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.43

PROFILE ITEM:

Discriminates object by size (big, little).

BEHAVIORAL DEFINITION:

Child can tell if an object is big or little in comparison to another object.

CUE/S:

"Big", "Little."

MEASUREMENT CRITERIA:

Correct discrimination between big and little.

MATERIALS NEEDED:

Rubber ball, golf ball, marble, pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.43.1 Child will discriminate size differences in people.

1.43.1.1 Point to self. Cue, "Big."

1.43.1.2 Point to child. Cue, "Little." Explain to the child that some people are big, and that some, like children, are little.

1.43.1.3 Repeat cues. Point to another adult. Cue, "Big."

1.43.1.4 Have an adult and another child stand side by side. Point to adult. Cue, "Big." Point to the other child, cue, "Little." Encourage child to repeat cues after you.

1.43.1.5 Have the child stand by the other adult. Repeat pointing and cueing procedure.

1.43.1.6 Point to adult. Ask child, "Is he big?" Reinforce correct response. Point to other child, ask, "Is he little?" Reinforce correct response.

1.43.1.7 Continue questioning, sometimes asking if the adult is little and the child is big. Reinforce correct responses.

PROFILE NUMBER 1.43 CONTINUED

1.43.2 Child will discriminate size differences in objects.

1.43.2.1 Use a large rubber ball and a smaller rubber ball, golf ball or marble.

1.43.2.2 Place the two balls side by side. Point to one, cue, "Big." Point to the other, cue, "Little." Encourage child to repeat cues with you pointing to each ball.

1.43.2.3 Continue using the questioning and reinforcement procedures in previous sequence.

1.43.3 Child will discriminate size differences in pictures.

1.43.3.1 Repeat sequence using a drawing with both a large illustration and a small one of a single object.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.44

PROFILE ITEM:

Matches geometric form with its symbol.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S

"Circle"

Names of other shapes being taught.

MEASUREMENT CRITERIA:

Matches form and symbol correctly.

MATERIALS NEEDED:

Formboard

Outline of form on paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.44.1 Child will become familiar with the circle shape.

1.44.1.1 Begin by using the circle shape from the formboard.

1.44.1.2 Place the circle on the table. Say to child "This is a circle. It is round."

1.44.1.3 Take child's finger and guide him in tracing around the circle. Cue "Circle"

1.44.1.4 Allow child to trace his finger around circle alone. Cue: "Circle".

1.44.1.5 Collect other circle shapes such as checkers, buttons, jar lids, cookie cutters, poker chips or small boxes. Help him trace around all these with his fingers. Cue "Circle". Encourage him to trace alone.

1.44.1.6 Place a crayon in his hand and guide his hand in making circles. Cue "Circle."

1.44.2 Child will match the formboard circle with an outline of shape on paper.

1.44.2.1 Give child a piece of paper with an outline of a circle drawn on it.

1.44.2.2 Repeat above sequence of tracing around the drawn outline with a finger. Cue "Circle."

1.44.2.3 Place formboard circle on top of the drawn outline. Show child how they are the same.

1.44.2.4 Remove formboard circle from the paper. Tell child you want him to "Find the other circle."

1.44.2.5 Cue "Circle" and give the child the formboard circle. Reinforce him when he places the circle piece on the outline.

1.44.3 Child will correctly match the circle shape to the correct outline when two choices are available.

1.44.3.1 Place a piece of paper with an outline drawing of a circle and an outline drawing of a square.

1.44.3.2 Give the child the formboard circle piece. Say "Find the other circle." Reinforce when he makes the correct choice.

1.44.4 Child will correctly match the circle shape to the corresponding shape on the formboard.

1.44.4.1 Place a formboard on table in front of child. This board should have at least 3 different shapes on it.

1.44.4.2 Give child the circle piece. Say "Find the other circle."

1.44.4.3 Reinforce correct choice.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.45

PROFILE ITEM.

Selects just one block from a group of blocks in response to, "Give me a block."

BEHAVIORAL DEFINITION:

Same as above.

CUE/S.

"A block."

MEASUREMENT CRITERIA:

Selects just one block from a group on cue.

MATERIALS NEEDED:

Blocks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.45.1 Child will learn that "A block" refers to just one.

1.45.1.1 Place one block in front of child.

1.45.1.2 Point to block. Cue, "A block."

1.45.1.3 Pick up the block. Cue, "A block" and give it to the child.

1.45.1.4 Cue, "A block." Reach out your hand and indicate to child that he should give you the block.

1.45.1.5 Continue this give and take, always cueing before giving or taking the block. Reinforce child whenever he gives you the block.

1.45.2 Child will select one block on cue, when two are present.

1.45.2.1 Place two blocks in front of child.

1.45.2.2 Cue, "A block." Give one block to child.

1.45.2.3 Cue, "A block." Reach out your hand to child, indicating he should give you a block. Reinforce when he does.

1.45.2.4 Continue the "Give and take" game, always using cue. If child does not pick up just one block, guide his hand to one block. Repeat cue.

PROFILE NUMBER 1.45 CONTINUED

1.45.3 Child wil' select just one block from a group.

1.45.3.1 Repeat sequence, but gradually increase the number of blocks in a group.

1.45.3.2 When child is responding correctly all the time to the cue "A block", drop this cue and say "Give me a block" emphasizing the words "A Block."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.46

PROFILE ITEM:

Matches colors.

BEHAVIORAL DEFINITION:

Child can match objects of the same color.

CUE/S

Name of color used ("red")

MEASUREMENT CRITERIA:

Correctly matches objects by color.

MATERIALS NEEDED:

Several objects of one color (red)
Set of checkers.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.46.1 Child will associate the color red with objects.

1.46.1.1 Explain to child that you are going to learn the color red.

1.46.1.2 Present objects one at a time. Place an object (apple) in front of child. Cue "Red" and point to it.

1.46.1.3 Place another object (red ball) on table. Point to it and cue "Red". Point out to the child that the apple and the ball are both red.

1.46.1.4 Continue with other red objects. (checkers, marbles, buttons, toys). Always cue "Red".

1.46.2 Child will match red objects with assistance.

1.46.2.1 Place a set of red and black checkers in front of the child. Say "Let's find all the red ones."

1.46.2.2 Cue "Red". Pick a red checker from the pile and put it aside. Continue this for 3 or 4 times.

1.46.2.3 Say to child "Now you give me a red one." When the child picks a red one, he may add it to your pile. Take turns transferring checkers from one pile to another. Continue giving cue. If child has difficulty selecting a red one, guide his hand to a red checker.

1.46.3 Child will match objects by color.

1.46.3.1 Repeat above sequence using checkers, but offer little, if any, assistance.

1.46.4 Child will match other colors.

1.46.4.1 Repeat sequence with other colors. Since checkers were used previously, black could be introduced next.

1.46.4.2 Repeat sequences using black checkers.

1.46.4.3 When child can match all the black ones, and all the red ones, play a game with the checkers. Place a red checker and a black one on table. You take the remaining checker and hand child a checker. Reinforce every time he places the given checker in the proper pile.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.47

PROFILE ITEM:

Gives his full name on request.

BEHAVIORAL DEFINITION:

Child will respond upon request, by giving his full name.

CUE/S

"Name"

"What's your name?"

MEASUREMENT CRITERIA:

Responds by giving first and last names.

MATERIALS NEEDED:

none

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.47.1 Child will give his first name when asked.

1.47.1.1 The child should already be referring to himself by using his first name. If he is not doing this, it will be necessary to work on this.

1.47.1.2 Point to child. Say "Your name is Johnny" Cue "Johnny". Repeat.

1.47.1.3 Say "What's your name" Reinforce correct response.

1.47.1.4 Continue asking "What's your name?", until child responds correctly all the time.

1.47.2 Child will give his full name on request.

1.47.2.1 Point to child. Say "Your name is Johnny Jones". Cue "Johnny Jones". Repeat.

1.47.2.2 Say "What's your name?" Reinforce when child responds with full name.

1.47.2.3 Show child a picture of himself. Point to picture. Say "That is Johnny Jones".

1.47.2.4 Point to picture again. Ask "Who is that?". Reinforce child's correct response (full name).

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.48

PROFILE ITEM:

Repeats 2 numbers correctly.

BEHAVIORAL DEFINITION:

Child will repeat 2 numbers correctly after hearing them said by a model.

CUE/S

Any series of 2 numbers.
"Say _____"

MEASUREMENT CRITERIA:

Correct repetitions

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.48.1 Child will repeat one number.

1.48.1.1 Explain to child that you are going to play a number game.
If he correctly repeats the number you say, he will get a
piece of candy, token or other reinforcement.

1.48.1.2 Cue "One". Say "Now you say it" to child. Reinforce
correct response.

1.48.1.3 Repeat with numbers from one to ten, given in random order.

1.48.2 Child will repeat two numbers.

1.48.2.1 Continue with the game.

1.48.2.2 Cue " 2 - 5 " Reinforce correct response.

1.48.2.3 Repeat with other number pairs (ex: "1-3" "4-6")

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.49

PROFILE ITEM:

Relates meaning to scribbles or drawings when asked.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S

"Tell me about it"

MEASUREMENT CRITERIA:

Relates meaning or tells stories about his scribbles or drawings.

MATERIALS NEEDED:

Paper, crayons, pencils, paints.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.49.1 Child will hear story told about a drawing.

1.49.1.1 Make a drawing with crayon, pencil or paint.

1.49.1.2 Show it to the child. Say "I'm going to tell you about my picture."

1.49.1.3 Tell the child a short story about what you have drawn. You may just relate what is in the picture. Name the figures, rather than tell a story about it.

1.49.1.4 Allow the child to ask questions about the drawing.

1.49.2 Child will tell about his own scribbles or drawings.

1.49.2.1 Give child paper and crayons or paints and allow him to draw.

1.49.2.2 When he is finished with the drawing say "Tell me about it"

1.49.2.3 If he needs help getting started, ask him questions about what he has drawn.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.50

PROFILE ITEM:

Tells what action is going on in pictures when asked.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S

"Tell me about the picture"
"What's the child doing?"

MEASUREMENT CRITERIA:

Tells about the picture in response to the cue.

MATERIALS NEEDED:

Action pictures.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.50.1 Child will hear action pictures described by a model.

1.50.1.1 The pictures used should be simple ones showing only one action such as a child throwing a ball, running or jumping.

1.50.1.2 Place the picture in front of the child. Say "The boy is running."

1.50.1.3 Ask the child "What's he doing?" Reinforce the child's attempts to answer.

1.50.1.4 Repeat with other pictures, telling the child what action is pictured. Encourage and reinforce any times the child talks about the pictures.

1.50.2 Child will tell the action pictured when asked.

1.50.2.1 Place the picture in front of the child. Point to picture. Cue "What's happening?" or "Tell me about the picture." Reinforce.

1.50.2.2 Child may be prompted by asking him what the person in the picture is doing, what he's using, etc..

1.50.2.3 When the child has achieved success with simple action pictures, pictures that are a little more complicated may be used.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.51

PROFILE ITEM:

Carries out three simple related commands given at once.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

Groups of related commands.

MEASUREMENT CRITERIA:

Successfully carries out the three commands given.

MATERIALS NEEDED:

Ball, toys, objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.51.1 Child will carry out the command "Go to the ball".

1.51.1.1 Position 2 balls (one for you and one for the child) a short distance away. Cue "Go to the ball". Walk over to the ball. Repeat.

1.51.1.2 Say to child "Go to the ball". Take child's hand and walk over to his ball. Repeat several times.

1.51.1.3 Say to the child. "Go to the ball". Reinforce when he does it without assistance.

1.51.2 Child will carry out the command "Pick the ball up".

1.51.2.1 When child has followed the first command and is by his ball, give the second command. Position yourself by your ball. Cue "Pick up the ball"

1.51.2.2 You pick up your ball. Put it down and give the cue again to the child. If necessary, help him pick up his ball.

1.51.2.3 Cue "Pick up the ball". Reinforce child when he does so without assistance.

1.51.3 Child will carry out the command "Throw the ball".

1.51.3.1 Both you and the child should be holding a ball. Cue "Throw the ball". Demonstrate. Reinforce child when he throws his ball.

1.51.3.2 Cue "Throw the ball". Do not demonstrate. Reinforce child when he follows the commands.

1.51.4 Child will carry out two related commands.

1.51.4.1 Give the two commands "Go to the ball, pick the ball up". (or "Go to the ball, pick it up".)

1.51.4.2 Reinforce child if he does both things. If not, go back to above sequences.

1.51.5 Child will carry out three related commands.

1.51.5.1 Give three commands "Go to the ball, pick the ball up, and throw the ball" (or, "Go to the ball, pick it up, and throw it".)

1.51.5.2 Reinforce when all three commands are carried out.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.52

PROFILE ITEM:

Relates two experiences that have happened during the day.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What did you do today?"

"What happened today?"

MEASUREMENT CRITERIA:

Child is able to tell about two experiences.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.52.1 Child will hear model describe what he did during the day.

1.52.1.1 Say to child, "I'm going to tell you what I did today".

1.52.1.2 Tell him what you did in the morning; i.e., getting up, getting dressed, eating breakfast, cleaning house. Proceed relating in sequence what you did throughout the day, or about things that happened during the day.

1.52.2 Child will tell what he did during the day (with assistance.)

1.52.2.1 Say to child "I'll tell you one thing I did today". Do so, keeping it quite short, so child does not lose interest.

1.52.2.2 Say to child "Now you tell me one thing you did today". If child has difficulty, give him some assistance by asking questions like "What did you do after breakfast?" Reinforce.

1.52.2.3 Continue taking turns relating one experience at a time.

1.52.3 Child will relate two experiences that have happened during the day.

1.52.3.1 Say to child "Tell me what happened today".

1.52.3.2 Allow child to tell you without interruption. When it is obvious that he is finished, comment on what he has said and praise him.

1.52.3.3 If he only relates one thing, prompt him or encourage him to try to remember another experience. Reinforce him for telling about each additional experience.

1.52.3.4 The child may enjoy having you write down what he says in booklet form. Mark off the days of the week in diary fashion. This will be a good record of the child's weekly activities.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.53

PROFILE ITEM:

Repeats a sentence composed of 6 or 7 syllables.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Say _____"

MEASUREMENT CRITERIA:

Repeats 6 or 7 syllables correctly.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.53.1 Child will imitate a sentence composed of 4 or 5 syllables.

1.53.1.1 Choose a short sentence composed of 4 syllables, such as:
"This milk is good."

1.53.1.2 Cue "This milk is good". Say to child "You say, 'this milk is good'."

1.53.1.3 When child repeats the sentence correctly, reinforce.
He must include all the syllables before his repetition may be considered correct.

1.53.1.4 Add one more syllable to the sentence. Cue "Milk is very good". Repeat above sequence.

1.53.2 Child will imitate a sentence composed of six or seven syllables.

1.53.2.1 Repeat above sequences, using sentences 6 or 7 syllables long.
Some examples include: "I want some milk to drink", or "The ball is red and white."

1.53.2.2 It will be easier for the child if you choose sentences that have meaning for him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.54

PROFILE ITEM:

Names at least one color correctly.

BEHAVIORAL DEFINITION:

When asked, child will identify one color by using its correct name.

CUE/S:

"What color is this?"

MEASUREMENT CRITERIA:

Names one color correctly.

MATERIALS NEEDED:

Checkers, - a group of same-colored objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.54.1 Child names color as he matches object.

1.54.1.1 Give child a group of checkers. Place a red one aside, and tell him to find all the checkers that are colored red like that one.

1.54.1.2 Cue "Red" each time he adds a checker to the group.

1.54.1.3 When he has finished grouping the checkers, pick up a checker and ask "What color is this?". Reinforce the response "red".

1.54.2 Child names the color of red objects.

1.54.2.1 Have a group containing red objects such as an apple, ball, marble, red toy, red article of clothing.

1.54.2.2 Pick up one of the objects. Ask "What color is the ball?" Reinforce the child's response of "red". Repeat with the other objects.

1.54.2.3 Point to objects around the house that are red. Ask "What color is the rug?" Reinforce correct response. Repeat with other household items.

2

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.55

PROFILE ITEM:

Responds motorically to such verbs as "Walk" "Run" "Climb"

BEHAVIORAL DEFINITION:

Child understands verbs and demonstrates by following directions using these verbs.

CUE/S: _____

The verb being taught - "Walk" "Run" "Climb"

MEASUREMENT CRITERIA:

Responds with correct motor movement.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.55.1 Child watches a demonstration of the action of the verb.

1.55.1.1 Give cue "Walk". Walk around the room, repeating cue often.

1.55.1.2 Walk over to child. Take his hand and say "You walk". Walk around the room with child, repeating cue often.

1.55.1.3 Have other people walk and cue "Daddy walks", "Jane walks", etc.

1.55.1.4 Repeat with other action verbs.

1.55.2 Child will respond motorically to the action verb.

1.55.2.1 Cue "Walk" to child. Reinforce when he responds. Repeat with other action verbs.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.56

PROFILE ITEM:

Discriminates by pointing or verbalization such adjectives as hot, cold, wet.

BEHAVIORAL DEFINITION:

Child will understand meanings of the adjectives hot, cold, and wet.

CUE/S:

Adjective being taught.

MEASUREMENT CRITERIA:

Shows an understanding of the meaning.

MATERIALS NEEDED:

Cold water, orange juice, ice cream, other cold items.
hot items such as water, soup, etc..

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.56.1 Child will understand the meaning of the word "Cold".

1.56.1.1 Fill a glass with cold water. Tell child to taste it. Cue "Cold". Allow him to feel the water with his finger. Point out to him that the water feels or tastes "cold". Cue "Cold" often.

1.56.1.2 Give child a small amount of cold orange juice. As he tastes it, cue "Cold".

1.56.1.3 Give child some ice cream. As he eats it, cue "Cold".

1.56.1.4 Continue presenting other cold items to child. Examples are ice cubes, a sponge dipped in cold water, snow (seasonal, of course) or cold foods.

1.56.2 Child will understand the meaning of the word "Hot".

1.56.2.1 Do activities similar to those above. Do not use items that are uncomfortably hot. Use warm items. Use warm water, soup, hot cereals, or a sponge dipped in hot water.

1.56.2.2 Allow child to touch or taste the items. Cue "Hot" often for each item.

1.56.2.3 When cooking, take time to talk to the child about the oven. Explain to him that when the oven is off and not being used, it is cold. When it is on and being used, it is warm or hot. Explain that when cooking, the oven may get very hot - too hot to touch. Allow child to feel the difference.

PROFILE NUMBER 1.56 CONTINUED

1.56.3 Child discriminates, gesturally, or verbally, the difference between "hot" and "cold".

1.56.3.1 Place a glass of cold water and a glass of very warm water in front of the child. Allow child to feel each with a finger.

1.56.3.2 Say "Point to the cold one" - (or "Tell me which is cold"). Reinforce correct response

1.56.3.3 Say "Point to the hot one". Reinforce correct response.

1.56.3.4 Compare other hot and cold items to test understanding of the two adjectives.

1.56.4 Child will understand the meanings of the words "Wet" and "Dry".

1.56.4.1 Show child a piece of material. Allow child to feel it. Explain to him that it is "dry".

1.56.4.2 Pour a small amount of water on the material. Point out the resulting change in color. Allow child to feel the wet spot. Tell him that when you put water on something, it makes the item "Wet".

1.56.4.3 Have child touch dry material. Cue "Dry". Have child touch wet material. Cue "Wet".

1.56.4.4 Repeat with other wet and dry items (wet and dry wash cloths, dishes, clothes).

1.56.4.5 Repeat sequence in 1.56.3 to test understanding of "wet" and "dry".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.57

PROFILE ITEM:

Tells own gender when asked.

BEHAVIORAL DEFINITION:

Child will answer correctly when asked if he is a boy or a girl.

CUE/S:

"boy" "girl"

MEASUREMENT CRITERIA:

Responds correctly

MATERIALS NEEDED:

Magazine

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.57.1 Child will associate himself with his own gender.

1.57.1.1 Point to child. Cue "Boy" (or "Girl"). Say "Johnny is a boy. You are a boy".

1.57.1.2 Repeat cue often. Encourage child to repeat cue, also.

1.57.2 Child associates correct gender with other people.

1.57.2.1 If there are other siblings, use them to illustrate gender. Point to brother. Cue "Boy". If child is also a boy, point out that the two children are both "Boys".

1.57.2.2 Point to sister. Cue "Girl". If children are both girls, point this out. If they are not - point to each child again and repeat cue.

1.57.2.3 Point to mother. Cue "Girl". Point to father. Cue "Boy". Repeat with other people.

1.57.2.4 Go through a magazine. Point to illustrations of people and cue "Boy" or "Girl".

PROFILE NUMBER 1.57 CONTINUED

1.57.3 Child will respond correctly when asked if he's a boy or girl.

1.57.3.1 Ask child "Are you a boy or a girl?". Reinforce correct response.

1.57.3.2 To further test understanding of this concept, ask the child if other people are "a boy" or "a girl",

1.57.3.3 Go through a magazine. Point to an illustration of a child. Ask "Is this a boy or a girl?" Reinforce correct responses.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.58

PROFILE ITEM:

Tells own age when asked.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"_____ years old" "Johnny is _____ years old" "You are _____ years old"

MEASUREMENT CRITERIA:

Tells correct age when asked.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.58.1 Child will begin to understand concept of age.

- 1.58.1.1 Talk to the child about growing up, getting bigger and taller and getting older.
- 1.58.1.2 Show him pictures of himself when he was one or two years old. Say "See how little you were. You were only one year old. Now you are bigger and you are three years old."
- 1.58.1.3 Tell him how old other members of the family are. If there is a baby in the family, say "The baby is not very big. He is not even one year old. You are older than he is. You are three years old." Do the same with older siblings. Say "Bobby is five years old. He is bigger than you are." Repeat this with other family members and friends.
- 1.58.1.4 Talk about age milestones to the child. Tell him babies don't walk or talk, but three year olds can do these things, five year olds can go to Kindergarten, and six year olds can learn to read.
- 1.58.1.5 Ask other people in the child's presence, how old they are. Encourage child to ask others also.
- 1.58.1.6 Demonstrate ages from 1-5 by showing child correct number of fingers. Ask "How many are you?" Show fingers and emphasize verbally.

---PROFILE NUMBER 1.58 CONTINUED

1.58.2 Child will tell his own age when asked.

1.58.2.1 Say to child "You are three years old". Repeat "Three years old". Reinforce child's imitation of "three years old."

1.58.2.2 Ask child "How old are you?" Reinforce correct response. If child hesitates or responds incorrectly, answer for him. But encourage him to repeat the answer after you. Repeat until child is responding on cue.

1.58.2.3 Ask child, "How old are you?". Give no assistance. Reinforce correct responses.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.59

PROFILE ITEM:

Discriminates prepositions such as "on", "under", "off".

BEHAVIORAL DEFINITION:

Child is able to follow directions using prepositions.

CUE/S:

The preposition being taught: "on", "under", "off".

MEASUREMENT CRITERIA:

Follows directions, correctly, using prepositions.

MATERIALS NEEDED:

Ball, 2 chairs. toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.59.1 Child will follow directions using the preposition "On".

1.59.1.1 Stand with child by 2 chairs. (One of the chairs should be child-size).

1.59.1.2 Say "Sit on the chair - On." Seat yourself on a chair. When child imitates your action, reinforce him. While still seated, cue "On".

1.59.1.3 Remove child from chair. Again, say "Sit on the chair. On". Do not demonstrate this time. Reinforce child for sitting on the chair. Continue cue "On", while child is seated. Repeat until child responds correctly.

1.59.1.4 Place a doll, toy, or other object on the floor by the chair. Say to child "Put the doll on the chair." Demonstrate. Reinforce child's imitation of your action. Cue "On".

1.59.1.5 Say to child "Put the doll on the chair". Give no demonstration. Reinforce correct response. Repeat several times.

1.59.1.6 Continue above sequence, placing different objects on different things, for example: "Put the ball on the table."

1.59.2 Child will follow directions using the preposition "off".

- 1.59.2.1 Use two chairs as above. Seat yourself on one chair, and the child on the other.
- 1.59.2.2 Say "Get off the chair - Off". While saying this, get off the chair. Assist child if he does not spontaneously imitate your action. When action is completed, cue "Off".
- 1.59.2.3 Repeat above sequence several times, offering no assistance. Child should get off the chair on cue.
- 1.59.2.4 Place a doll or toy on a chair. Say to the child "Take the doll off the chair - Off". Demonstrate.
- 1.59.2.5 Replace the doll on the chair, or review the preposition "On" and allow child to "Put the doll on the chair". Then repeat, having child place the doll on and off the chair. Reinforce.

1.59.3 Child will follow directions using other prepositions.

- 1.59.3.1 Follow the above sequences for the prepositions "under", "beside", "in front of" - etc..
- 1.59.3.2 To test understanding of many prepositions, play "Simon Says". Use the toy and the chair.
- 1.59.3.3 Ask questions about pictures. (Ex: "Where is the ball?" - "Under the table".) Put out two pictures and require him to point to the correct picture. Magazines may also be used here.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.60

PROFILE ITEM:

Adds (s) to words to form plurals

BEHAVIORAL DEFINITION:

Child will be able to form plurals and use them correctly.

CUE/S:

Plural forms "Balls" "Shoes" - etc

MEASUREMENT CRITERIA:

Forms plurals correctly

MATERIALS NEEDED:

Objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.60.1 Child will associate the plural form with 2 objects.

1.60.1.1 Place a ball in front of the child. Cue "Ball". Say to child "Say 'ball'". Reinforce.

1.60.1.2 Place another ball by the first. Cue "Ba'ls". Emphasize the /s/ on the end of the word. Have child repeat and reinforce.

1.60.1.3 Place one ball alone. A short distance away place a group of two balls. Point to the single ball and cue "Ball". Point to the group of two balls and cue "Balls". Always encourage child to repeat.

1.60.1.4 Ask the child to point to "Ball". Reinforce correct responses. Ask the child to point to "Balls". Reinforce.

1.60.1.5 Point to the single ball. Ask "What is it?" Reinforce the response "Ball". Point to the group of two balls and repeat question. Reinforce the response "Balls"

1.60.1.6 Repeat sequences with other objects such as shoes, cookies, books.

1.60.1.7 Talk about the objects in short sentences using the plural forms. Say "We have two balls" - "The cookies are good" - "The shoes are brown."

1.60.2 Child will associate the plural form with groups of 3 or more.

1.60.2.1 Place one cookie or other object in front of child. Place a plate of cookies by child also.

1.60.2.2 Point to single cookie. Cue "Cookie". Ask "What is it?" Reinforce. Point to plate of cookies. Cue "Cookies". Ask "What is it?" Reinforce.

1.60.2.3 Repeat with groups of other objects.

1.60.2.4 You may test understanding by using nonsense words. Draw pictures of unusually shaped animals or people and give them nonsense names such as "Jub" or "Woc". You will need at least three. Present one to the child and say "Here is Jub". Present more to the child and say "Here are more _____" or "Now there are three _____". Reinforce the response "Jubs".

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.61

PROFILE ITEM:

Carries out four individual commands using prepositions.

BEHAVIORAL DEFINITION:

Child will correctly position an object in response to four successive commands, using prepositions.

CUE/S:

"in" "out" "beside" "in front of"

MEASUREMENT CRITERIA:

Correctly carries out four commands.

MATERIALS NEEDED:

Penny, cup, objects, toys, box.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.61.1 Child will follow one command involving the preposition "in".

1.61.1.1 Place a cup in front of the child. Each of you should have a penny or other small object. Say "Put the penny in the cup". Cue "In". Drop your penny in the cup.

1.61.1.2 Demonstrate the above several times. The child may spontaneously begin imitating the action. Reinforce this.

1.61.1.3 Say to the child "Now you do it". "Put the penny in the cup". Repeat the cue "In". If child does not respond, assist him by guiding his hand to the penny, picking it up, guiding his hand to the cup and releasing the penny. Repeat this until child can do this without assistance, and in response to the cue.

1.61.2 Child will follow one command using the preposition "Out of".

1.61.2.1 Use the penny and cup used in the above sequence. The penny should be placed in the cup. Say "Take the penny out of the cup". Cue "Out". Take the penny out of the cup.

1.61.2.2 Demonstrate the above several times. Reinforce any imitation by the child of your action.

1.61.2.3 Say to child, "Now you do it". "Take the penny out of the cup". Cue "Out". Assist child if necessary, by guiding his hand through the actions. Repeat until child is responding to the cue without assistance.

PROFILE NUMBER 1.61 CONTINUED

1.61.3 Child will follow one command, using the preposition "Beside".

1.61.3.1 Hold the penny in your hand. Say "Put the penny beside the cup. Cue "Beside". Then place the penny to one side of the cup. Point out to the child that you can place the penny to either the left or the right side of the cup and it is still "Beside" the cup.

1.61.3.2 Demonstrate several times. Encourage child to imitate you.

1.61.3.3 Say to child "Put the penny beside the cup". Cue "Beside". Assist the child if necessary. Continue until child is responding on cue.

1.61.4 Child will follow one command using the preposition "In front of".

1.61.4.1 Hold the penny in your hand. Say "Put the penny in front of the cup". Cue "in front of". Place it in front of the cup. Demonstrate this several times. Encourage imitation.

1.61.4.2 Say to the child. "Now you do it". "Put the penny in front of the cup." Cue "in front of". If necessary, offer assistance. Repeat until child responds to cue without assistance.

1.61.5 Child will carry out four commands involving prepositions.

1.61.5.1 Demonstrate first. Hold the penny in your hand. Place the cup in front of you. Give the cues, one at a time and immediately after cue, carry out the action.

1.61.5.1.1 Cue "in the cup". Drop the penny in the cup.

1.61.5.1.2 Cue "Out of the cup". Take the penny out.

1.61.5.1.3 Cue "Beside the cup". Place the penny to one side of the cup.

1.61.5.1.4 Cue "In front of the cup". Move the penny to the front of the cup.

1.61.5.2 Repeat this sequence several times.

1.61.5.3 Give the penny to the child. Say "Now you do it". Give the commands in the order used previously. Give cue, then wait until child completes action before giving the next cue. Reinforce.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.62

PROFILE ITEM:

Counts three objects, pointing to each.

BEHAVIORAL DEFINITION:

Child will sequentially count aloud as he points to each of three objects.

CUE/S:

"One", "Two", "Three." "Count."

MEASUREMENT CRITERIA:

Counts three objects correctly.

MATERIALS NEEDED:

Geometric shapes, groups of other objects, edible objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.62.1 Child will verbalize "One" when one object is present.

1.62.1.1 Place one circle shape in front of the child, cue, "Count."
Place your finger on the circle, cue, "One." Repeat cue.

1.62.1.2 Place child's finger on the circle shape, cue, "One." Say to
child, "Say one." Reinforce his response. Repeat by having
child touch the circle shape and say, "One" each time he
touches it.

1.62.1.3 Present other single objects to child, having him touch them
and count, "One."

1.62.2 Child will verbalize "One", "Two" when two objects are present.

1.62.2.1 Add another circle shape so there are two circles, cue, "Count,"

1.62.2.2 Touch the first circle, cue, "One." Touch the second circle,
cue, "Two." Keep on touching each one and counting, "One, two."

1.62.2.3 Say to child, "Now you do it." Assist if necessary. Cue, "Count."
Child should touch each object and count, "One, two." Reinforce.

1.62.2.4 Present other pairs to child, cue, "Count." Reinforce a
correct count.

1.62.3 Child will verbalize "One, two, three" when three objects are present.

1.62.3.1 Put three circle shapes in front of the child. Touch each one, counting, "One, two, three." Repeat several times.

1.62.3.2 Say to child, "Now you do it." Cue, "Count." Assist if necessary. Child should touch each object and count, "One, two, three." Reinforce.

1.62.3.3 Have child count other groups of three objects, reinforcing correct counts.

1.62.4 Child will count groups of one, two, or three items correctly.

1.62.4.1 Have child count edible objects such as cheerios, candy, raisins, etc.. Present one at a time, or groups of two or three. Vary the number to be counted. Reinforce a correct count by letting the child eat the objects.

1.62.4.2 Let the child pound pegs in a pegboard, counting each stroke as he hits the peg.

1.62.4.3 Count blocks as they are stacked.

1.62.4.4 Have child help set the table, counting out silverware, napkins, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.63

PROFILE ITEM:

Identifies circle, square.

BEHAVIORAL DEFINITION:

Child will verbally identify a circle and a square as they are individually and collectively presented.

CUE/S:

"Circle, "Square."

MEASUREMENT CRITERIA:

Identifies each shape correctly.

MATERIALS NEEDED:

Textured shapes of circle, square, pan of sand, cardboard shapes, boxes.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.63.1 Child will become familiar with the circle and identify it verbally.

1.63.1.1 Present a circle made of some textured material (such as sand-paper) to the child. Cue, "Circle." Run your finger around the perimeter of the circle, cueing, "Circle" as you do so.

1.63.1.2 Guide child's finger around the perimeter of the circle, cueing, "Circle." Child should repeat cue with you.

1.63.1.3 Fill a pan with sand. Take child's finger and guide it in making a circle in the sand (go in a counter-clockwise direction for a right-handed child and clockwise for a left handed child). Cue, "Circle", as you make the circular movement in the sand.

1.63.1.4 Make circular movements in the air. Cue, "Circle" as you do it. Have child imitate both the cue and the movement.

1.63.1.5 Give child a circular shape. Help him trace around it, cueing, "Circle." If child knows how to use scissors, let him cut out the circles he has made. Name each one as he draws or cuts them.

1.63.1.6 Give child a set of different sized circles (include a large one). Tell him to make "Mr. Circle's" face, using the circles for eyes, nose, mouth and ears.

PROFILE NUMBER 1.63 CONTINUED

- 1.63.1.7 Have child find things in the room that are shaped like a circle (Ex: clock, wheels of toys, dishes, buttons, checkers, etc.).
- 1.63.1.8 Ask child to identify the shape verbally. Point to the circle, say, "What's this?" Reinforce the response, "Circle."
- 1.63.2 Child will become familiar with the square, and be able to verbally identify it.
 - 1.63.2.1 Present a square made of textured material (sandpaper). Run your finger around the edge, cueing, "Square." Have child repeat cue.
 - 1.63.2.2 Guide child's finger around the square, cueing, "Square." Have child repeat cue.
 - 1.63.2.3 Repeat the activities used previously with the circle. Make squares in the sand, trace and cut out squares, make "Mr. Square face", etc..
- 1.63.3 Child will successfully complete activities involving both a circle and square.
 - 1.63.3.1 Give child a pile of cards containing both circles and squares. (These can be made of construction paper, tagboard, etc.). Place two boxes in front of child. Paste a square card on one, and a circle card on the other. Instruct child to place the shapes in the appropriate box. Each time he places a card in the box, he must name the shape (Ex: circle, circle, square, circle, etc.).
 - 1.63.3.2 Cut out large shapes of circles and squares and place at random on the floor. Say to child, "Jump to the circle" or "Jump to the square."
 - 1.63.3.3 Mix the shapes up in a box. Have the child reach in, take one out, name it and put it in the proper group.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.64

PROFILE ITEM:

Discriminates tactually (rough, smooth, hard, soft).

BEHAVIORAL DEFINITION:

Child will correctly identify each of four textured surfaces.

CUE/S:

"Rough" "Smooth" "Hard" "Soft"

MEASUREMENT CRITERIA:

Correctly identifies the four textures.

MATERIALS NEEDED:

Sand paper, styro-foam, glass, foam rubber, velvet, cotton.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.64.1 Child will become familiar with the texture "Rough".

- 1.64.1.1 Present a rough textured object (sandpaper or styrofoam). Say to child "Feel". Cue "Rough", running child's fingers slowly over surface.
- 1.64.1.2 Say "Now you do it" and allow child to feel the texture by himself. Cue "Rough". Say to child "Say 'rough'".
- 1.64.1.3 Present the rough texture and something with a smooth texture (tile) to the child. Have child feel both textures. Say "Point to rough". Reinforce correct response.
- 1.64.1.4 Use same two textures as above. Hand child the sandpaper. Ask "Is it rough?" Reinforce correct response. Repeat with the tile.
- 1.64.1.5 Hand child the sandpaper. Ask "How does it feel?". Reinforce the response "Rough".

1.64.2 Child will become familiar with the texture "smooth".

1.64.2.1 Use objects with a smooth surface such as a piece of tile, mirror, dish, glass.

1.64.2.2 Repeat same sequence used with "Rough". Continue using the cues "Feel" and "Smooth".

1.64.3 Child will become familiar with the term "Hard".

1.64.3.1 Rap your knuckles on the table top, cueing "Hard". Have child imitate both the action and the cue. Have him rap his knuckles on other hard surfaces such as the floor, a chair, a board, etc..

1.64.3.2 Follow sequence used with other textures, using the cue "Hard".

1.64.4 Child will become familiar with the term "Soft".

1.64.4.1 Use foam rubber, cotton, velvet, etc.. Have child push his finger into the foam rubber or cotton, or stroke the velvet.

1.64.4.2 Repeat sequence, using the cue "Soft".

1.64.5 Child will discriminate between the four textures.

1.64.5.1 Compare "Rough" and "Smooth". Place one of each texture (sandpaper, tile) in front of child. Say "Point to rough". Reinforce correct response. Say "Point to smooth". Reinforce correct response.

1.64.5.2 Compare "Hard" and "Soft" as in above.

1.64.5.3 Child will show his ability to discriminate the textures by naming the texture as you point to the item. Allow him to feel each one.

1.64.5.4 Put an item of each texture in a bag or box (rough, smooth, hard, soft). Ask child to "Give me something smooth". Repeat with other textures.

1.64.5.5 You take an item out of the bag. Ask child "How does it feel?" Reinforce correct response.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.65

PROFILE ITEM:

Spatial relationships; recognizes and joins separate parts into a whole (two halves of a circle).

BEHAVIORAL DEFINITION:

Child will take parts of a geometric pattern and position them correctly to form the whole pattern.

CUE/S:

"Make circle" "Make square"

MEASUREMENT CRITERIA:

Puts parts together to form the whole pattern.

MATERIALS NEEDED:

Flannel circles, squares, flannel board, paper, pencil or crayon. Scissors.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.65.1 Child will position two half circles over a whole circle.

1.65.1.1 Use the flannel board, a whole flannel circle and two flannel half circles.

1.65.1.2 Place the whole circle (yellow) on the board. Run child's finger around the perimeter of the circle, cueing, "Circle."

1.65.1.3 Take the two half circles (red). Position one half circle over the whole circle. Say to child, "Let's cover up the yellow circle and make it red." Pick up the other red half circle and give it to the child. If he does not imitate your action of placing it over the yellow circle, assist him in placing the half circle so the yellow is covered.

1.65.1.4 Say, "We made a red circle." Run the child's finger around the perimeter of the circle cueing, "Circle" as you do so.

1.65.1.5 Repeat this several times. Do it with other circles such as construction paper circles, cardboard circles, etc.. You may draw a circle on a piece of paper. Give the child two half circles to position on the tracing.

1.65.2 Child will put two half circles together to make a whole.

1.65.2.1 Place one half circle on the flannel board. Give the child the other half, cue, "Make circle." Demonstrate if necessary. Reinforce child when he places his half circle correctly.

1.65.2.2 Place the half circle on the flannel board in both vertical and horizontal positions so the child will see that they can be put together in more than one way.

1.65.2.3 Place a circle made of two halves on the board. Allow child to dissect the circle into its two parts by taking the pieces off the board.

1.65.2.4 Take a whole circle and draw a line down the middle. If child is able to use scissors, let him cut the circle into two parts to illustrate the relationship between the whole and its parts. Then help him tape the two parts together again to reform the circle.

1.65.3 Child will position two parts together to form a square.

1.65.3.1 Repeat all the above activities using two rectangles to form a square. Use the cue, "Make a square."

1.65.4 Child will position four parts of a geometric shape to construct the whole shape.

1.65.4.1 Repeat the activities using four quarters to form a circle. Continue using cue, "Make circle."

1.65.4.2 Repeat the activities using four small squares to form a larger square, cueing, "Make a square."

1.65.5 Child will recognize the relationship of parts to other whole objects.

1.65.5.1 Have child place windows and doors on an outline of a house. The flannel board may be used for this also.

1.65.5.2 Child may place flannel pieces over an animal shape (Ex: legs, tail, ears, etc.). He may also do the same with figures of people.

1.65.5.3 Puzzles (use two or three piece puzzles at first) are good to show how putting pieces together will form a whole picture.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.66

PROFILE ITEM:

Recites rhymes or songs from memory.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Sing _____" "Say _____"

MEASUREMENT CRITERIA:

Can say a song or rhyme unassisted.

MATERIALS NEEDED:

Record player (optional), situational pictures, books.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.66.1 Child learns the simple song, "Twinkle Twinkle Little Star", or other simple song.
 - 1.66.1.1 Choose a song that's easy and the child enjoys, say to child, "Let's sing." Begin humming the song "Twinkle Twinkle." Do it slowly and rhythmically.
 - 1.66.1.2 As you are humming, clap your hands in rhythm to the song. Encourage child to clap hands also. Child may begin vocalizing along with you; reinforce this. Continue humming to acquaint the child with the rhythm and tune of the song.
 - 1.66.1.3 When child is familiar with the tune, sing the song slowly, pronouncing each word clearly and in rhythm. Continue to keep time by clapping softly, or tapping your finger on the child's arm. Sing the song several times.
 - 1.66.1.4 Sing the first line of the song, "Twinkle Twinkle Little Star." Say to child, "You sing it." Repeat line again. If child has trouble singing the whole line, break it apart, using two words at a time. Continue repeating this many times until the child can repeat the entire line without assistance.
 - 1.66.1.5 Repeat the above sequence for each single line. Use the following breakdown: (1) "How I wonder what you are," (2) "Up above the world so high," (3) "Like a diamond in the sky," (4) "Twinkle Twinkle little Star," (5) "How I wonder what you are."

PROFILE NUMBER 1.66 CONTINUED

- 1.66.1.6 When child can repeat each line correctly, put two lines together and have child repeat the longer sequence. Always sing the lines, as the rhythm will help the child.
- 1.66.1.7 Gradually add one more line until the child eventually is singing the whole song from memory.
- 1.66.1.8 Songs with actions are good to teach the child. Examples are: "Hokey Pokey", "Ring Around the Rosey", "London Bridge", "Pop Goes the Weasel."
- 1.66.1.9 The child may learn a song from a record if it is played many times, and he can sing along with the record.
- 1.66.2 Child will repeat a nursery rhyme from memory.
 - 1.66.2.1 Choose a nursery rhyme that the child enjoys. Examples are: "Jack and Jill", or "Mary Had a Little Lamb."
 - 1.66.2.2 Follow the same sequence used in teaching songs. Exaggerate the rhythm or clap rhythmically at first.
 - 1.66.2.3 Vary cues (verbal and visual) to provide variety.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.67

PROFILE ITEM:

Aesthetic comparisons; ability to make independent judgments between attractiveness and unattractiveness.

BEHAVIORAL DEFINITION:

Child will make a judgment about what he feels is pretty or attractive and what is not.

CUE/S:

"Pretty" "Not pretty."

MEASUREMENT CRITERIA:

Makes a judgment about what is pretty to him.

MATERIALS NEEDED:

Pictures of old and new objects, pictures of birds, other animals, color cards.

BEHAVIORAL OBJECTIVES AND STRATEGIES.

1.67.1 Child will become aware of the qualities that make something pretty.

1.67.1.1 Show the child a picture of a new, shiny red car, and one of an old black car that has been smashed. Allow him to look at each picture for a minute or two.

1.67.1.2 Take the picture of the new car. Say to child, "I like this car. I think it is pretty." Then tell the child why you think it is pretty. Mention the bright color, the newness of it, the fact that it doesn't have any dirt on it, etc.. Say the word "Pretty" often.

1.67.1.3 Next take the picture of the smashed car, say, "This car is not pretty." Tell the child why you feel this way. Mention that it is old, dirty, smashed up and the color is not as bright as the red. Re-emphasize that it is not pretty, and put emphasis on the word "Not."

1.67.1.4 Place the two pictures in front of the child. Ask, "Which one do you think is pretty?" Allow him to choose one of the pictures.

1.67.1.5 Ask, "Why is it pretty?" Encourage him to tell you why he chose that picture.

PROFILE NUMBER 1.67 CONTINUED

NOTE: If the child chooses the picture of the smashed car, do not tell him he is wrong, because this is a value judgment. Go back and tell him again about the quality that made you choose the picture of the new car.

- 1.67.1.6 Repeat the sequence using other pairs of pictures. Examples include: a new shoe and an old dirty shoe; a new, clean dress and an old, dirty, torn dress; a picture of a sparrow and a parrot; a picture of woman with a well groomed hair-do and one with unkempt hair.
- 1.67.2 Child will become aware of the qualities that makes something unattractive.
 - 1.67.2.1 Repeat above sequence, asking the child to choose the one that he thinks is not pretty.
- 1.67.3 Child will make a booklet of pictures that he thinks are pretty.
 - 1.67.3.1 Go through magazines, catalogs and books and ask the child to choose pictures that he feels are pretty. Place them in a scrap book. Always ask the child to verbalize why he chose the pictures.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.68

PROFILE ITEM:

Identifies missing objects from a group of three (memory).

BEHAVIORAL DEFINITION:

Child will be able to remember three objects and correctly identify, verbally, which one is missing.

CUE/S:

"What's missing?"

MEASUREMENT CRITERIA:

Correct identification of the missing object.

MATERIALS NEEDED:

Three objects or toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.68.1 Child will name objects used (book, shoe, cup).

1.68.1.1 Sit at a table or on the floor. Place the three objects out of sight. Present each object to the child individually. Bring out the book, say "Look! What's this?" Reinforce child's verbal response (Use objects that the child is familiar with and can already name).

1.68.1.2 After child has answered "Book", talk to the child about the book. Ask him what books are for, what they look like, etc.. Let him touch the book and look it over. These visual, auditory and tactile cues will help him to remember.

1.68.1.3 Present the other two objects as in the above sequence.

1.68.1.4 All three objects should now be in front of the child. Point to each object and ask "What's this?" Reinforce child's correct responses.

1.68.1.5 Have child point to and name each object.

1.68.1.6 Say to child, "Listen. Book, shoe, cup. Now you say it." Child will remember and repeat all three items. Reinforce.

1.68.1.7 Have child close his eyes, or cover the items with a cloth. Say, "Tell me what's on the table." If child cannot do this, go back and name objects again. Repeat above procedures for difficult items.

1.68.2 Child will identify a missing object from a group of two.

1.68.2.1 Choose two objects and place in front of the child (book and shoe). Point to book. Say, "What's this?" Reinforce verbally child's correct answer. Point to shoe, ask "What's this?" Reinforce.

1.68.2.2 Say to child, "Close your eyes" or "Turn your head." Remove one item. Say, "Ok, open your eyes. What's missing?" If child correctly identifies the missing object, reinforce and repeat. If he cannot do it, let him look at the two objects, touch them and repeat the names of the pair of objects. Then go back and remove an object. Ask him to identify the missing one.

1.68.2.3 Repeat sequence, removing the other item. Do this several times.

1.68.3 Child will identify a missing object from a group of three.

1.68.3.1 Use all three objects. Repeat above sequences, alternating missing objects to avoid setting up a pattern.

1.68.3.2 Change the objects in the group, using others the child is familiar with, and repeat above sequences.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.69

PROFILE ITEM:

Names or points to a penny, nickel, dime upon request.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Give me ____" "Point to ____" "Penny" "Nickel" "Dime"

MEASUREMENT CRITERIA:

Names or points to correct item on request.

MATERIALS NEEDED:

Penny, nickel, dime, bank.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.69.1 Child will recognize and identify a penny.

1.69.1.1 Place a penny on the table in front of the child. Point to it, cue, "Penny." Hand it to the child and allow him to handle it, cueing, "Penny" frequently.

1.69.1.2 Place the penny back on the table. Say, "Give me the penny." Reinforce correct response.

1.69.1.3 Place the penny on the table. Ask, "Where's the penny?" Reinforce the child if he points to the penny or gives it to you.

1.69.1.4 Point to the penny. Ask, "What's this?" Reinforce the response "Penny."

1.69.1.5 Give the child a group of pennies (five to ten) and a bank. As he puts each penny in the bank, he must name it.

1.69.2 Child will identify and name a nickel.

1.69.2.1 Repeat same strategies using a nickel.

1.69.3 Child will identify and name a dime.

1.69.3.1 Repeat same strategies using a dime.

PROFILE NUMBER 1.69 CONTINUED

1.69.4 Child will identify each coin when all are present in a group.

1.69.4.1 Place a penny, nickel and dime in front of child. Say to child, "Point to ____." Repeat with each coin. Reinforce.

1.69.4.2 Point to each coin. Ask, "What's this?" Reinforce each correct response.

1.69.4.3 Put a pile of coins in front of child. Tell him to "Find all the pennies." Have him say "Penny" each time he adds a penny to the pile. Repeat with nickel and dime.

1.69.4.4 Give child a pile of coins. You have several objects in front of you. Ask the child for one of the coins. If he gives you what you have asked for, he will receive the item he "Bought."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.70

PROFILE ITEM:

Identifies or names the three primary colors, red, yellow, blue.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Red" "Yellow" "Blue" "Color"

MEASUREMENT CRITERIA:

Names or points to the correct color.

MATERIALS NEEDED:

Color cards, crayons, paper, objects, pictures to color.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.70.1 Child will identify or name the color, "Red."

1.70.1.1 Set the child at a table. Place the red color card in front of him. Point to the card, cue, "Red." Say, "Now you say it, Red." Reinforce child's repetition.

1.70.1.2 After child has repeated the cue several times, say, "Red is a color." Emphasize the word "Color." Ask, "What is red?" Reinforce the response, "Color", or "Red is a color."

1.70.1.3 Give the child a group of red objects (checkers, marbles, buttons, articles of clothing, other red objects). Present the objects one at a time. Ask, "What color is this?" Reinforce the response, "Red."

1.70.1.4 Put out a red object and a yellow object. Say, "Point to the red one." Reinforce correct response.

1.70.1.5 Point to the red object. Ask, "What color is this?" Reinforce the response "Red."

1.70.1.6 Point to the yellow object. Ask, "Is this red?" Child should respond "No " Point to the red object, ask, "Is this red?" Child should respond "Yes."

1.70.2 Child will identify or name the color "Yellow."

1.70.2.1 Repeat the above activities using yellow cards and objects.

1.70.3 Child will identify or name the color, "Blue."

1.70.3.1 Repeat the above activities using blue cards and objects.

1.70.4 Child will discriminate the primary colors red, yellow, and blue when all three are present.

1.70.4.1 Put out a red card, a yellow card, and blue card. Point to each card and repeat it's color name. Say to the child, "Now you do it." Point to each card. Child should give its correct color name.

1 70 4 2 Give the child three boxes. Each box should be marked with it's appropriate color. Give the child a group of cards containing all three colors in random order. Say, "Put all the red cards in this box, all the yellow cards in this box, and all the blue cards in this box." Say the color of each card as you put it in the box. Demonstrate first. If necessary assist the child with the first few cards.

1.70.4.3 Give child a red, yellow and blue crayon and a piece of paper with circles or squares on it.

1.70.4.3.1 Say to child, "Color a circle red." Reinforce. Say, "Color a square blue." Repeat several times.

1.70.4.3.2 Point to a circle the child has colored. Ask, "What color is this?" Reinforce correct response. Repeat.

1.70.4.4 Set out one card of each color. Place a small piece of paper under one of the cards (the child should not see where you put it). The child should try to find the paper by asking, "Is it under the red one?", etc.. Give the child a turn at hiding the paper.

1.70.4.5 Give the child a dish of red and yellow "M & M." Tell the child to, "Take a yellow one." If he responds correctly, he may eat it. If he responds incorrectly, you eat it.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.71

PROFILE ITEM:

Carries out, in order, a command containing three unrelated parts.

BEHAVIORAL DEFINITION:

The child will remember three unrelated commands and will carry them out in the order given.

CUE/S:

"Throw the ball, give me the book and sit down" "Kick the ball"
"Give me the book" "Sit down"

MEASUREMENT CRITERIA:

Follows the directions correctly.

MATERIALS NEEDED:

Ball, book, chair.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.71.1 Child will carry out three commands with assistance.

1.71.1.1 Place a ball, a book and a chair a short distance from the child. Give the command, "Kick the ball." Walk over to the ball with the child, assist him in picking up the ball and kicking it. Repeat.

1.71.1.2 Say to child, "Give me the book." Assist the child in picking up the book and handing it to you. Repeat if necessary.

1.71.1.3 Give the command, "Sit down." Assist child in sitting on the chair. (If desired, the child may sit on the floor instead of using a chair)

1.71.1.4 Go through the sequence again with the child, as smoothly as possible, offering minimal assistance.

PROFILE NUMBER 1.71 CONTINUED

1.71.2 Child will carry out three commands, one at a time with no assistance.

1.71.2.1 Position child a short distance away from the objects. Say, "Kick the ball." Offer no assistance. Repeat this single command until child does it correctly on cue. Reinforce

1.72.2.2 Give the command, "Give me the book." Offer no assistance. Reinforce. Repeat if necessary.

1.71.2.3 Give the command, "Sit down." Offer no assistance. Reinforce Repeat if necessary

1.71.3 Child will carry out two unrelated commands given at once.

1.71.3 1 Say to child, "Kick the ball and give me the book."

1.71.3.2 Reinforce if child is successful. If he is not successful, go back over the individual commands.

1.73.3.3 Repeat the sequence until it is mastered.

1 71.4 Child will carry out three unrelated commands given at once

1.71.4 1 Say to child, "Kick the ball, give me the book and sit down." Reinforce.

1.71.4.2 Repeat sequence until it is mastered.

1.71 4 3 Repeat above sequences with other unrelated commands.

1.71.4.4 Allow child to give you commands to follow. Take turns giving each other commands

1 71.4.5 After child can do this activity, give him commands that are relevant to his daily activities, such as, "Put on your coat, go outside and ride your tricycle."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.72

PROFILE ITEM:

Counts and points to ten objects.

BEHAVIORAL DEFINITION:

Child will point to ten objects and recite, sequentially, their number names.

CUE/S:

The numbers from one to ten, "Count."

MEASUREMENT CRITERIA:

Counts to ten.

MATERIALS NEEDED:

Ten buttons, pennies, M & M's, other objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.72.1 Child will point to and count, five buttons.

1.72.1.1 Child should already be counting three buttons, add one more. Point to each button, counting slowly, "One, two, three, four." Repeat, having child count in unison with you.

1.72.1.2 Say to child, "Count." Make sure child is touching each button as he counts. Reinforce each correct count. Repeat until he can easily count to four.

1.72.1.3 Add one more button so there is a group of five. Point to each button, cueing, "One, two, three, four, five." Repeat having child count in unison with you.

1.72.1.4 Say to child, "Count." Reinforce child when he successfully counts to five, pointing to or touching the appropriate button as he counts.

PROFILE NUMBER 1.72 CONTINUED

1.72.2 Child will point to and count, ten objects.

- 1.72.2.1 Continue following the above sequence, adding one more button. Do not add another unless he successfully counts each group. Keep adding one more until the child is counting ten objects.
- 1.72.2.2 When child can count correctly to ten, start varying the number of objects in the group. Put seven or eight pennies in a group. If he correctly counts the number, give the pennies to him.
- 1.72.2.3 Do the same as above with M & M's or other candy, letting him eat them if he counts correctly.
- 1.72.2.4 Put a group of ten objects in front of the child. Ask him to "Give me seven." Reinforce a correct count. Repeat, asking for various numbers.
- 1.72.2.5 Tell child to place a certain number of pegs in a pegboard, or to take out a certain number of pegs from the pegboard.
- 1.72.2.6 Let child help you set the table. Ask him to count out five knives or spoons, five napkins, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.73

PROFILE ITEM:

Describes objects while naming them, using three descriptors
(Ex: color, shape, size).

BEHAVIORAL DEFINITIONS:

Child will name object and give a brief description about it.

CUE/S:

"What's this?" "Tell me about the ____."

MEASUREMENT CRITERIA:

Gives a description about an object.

MATERIALS NEEDED:

Ball, other objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.73.1 Child will listen to trainer describe an object he has named (ball).

1.73.1.1 Point to a ball, cue, "Ball."

1.73.1.2 Say, "Listen, I'm going to tell you about the ball." Hold the ball and describe it. For example, say, "The ball is red and white. It is round. It is a small ball. I can kick it, throw it and bounce it."

1.73.1.3 Repeat, encouraging child to make comments about the ball.

1.73.2 Child will name an object (ball) and describe it with assistance.

1.73.2.1 Point to the ball, say, "What's this?" When child names the object, give it to him. Say, "Tell me about the ball."

1.73.2.2 If child has difficulty, assist him by asking questions about color, shape, texture, size, function. etc.

1.73.2.3 Encourage child to say as much about the ball as he can.

PROFILE NUMBER 1.73 CONTINUED

1.73.3 Child will name an object and describe it.

1.73.3.1 Point to the ball, ask, "What's this?" Reinforce correct response. Say, "Tell me about the ball." Offer no assistance. Reinforce child when he is finished.

1.73.3.2 Repeat procedure with other objects.

1.73.3.3 When child can describe objects well, ask him to tell you about pictured objects.

1.73.3.4 Describe an object to the child using at least three descriptors. Let him guess what you are talking about.

1.73.3.5 Let child describe an object to you and see if you can guess it.

1.73.3.6 Make a "Mystery Box." Place one object in it. Let the child put his hand in the box and feel the item. He should describe what he feels, trying to guess what's in the box.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.74

PROFILE ITEM:

Differentiates morning, afternoon, night.

BEHAVIORAL DEFINITION:

Child understands the difference between morning, afternoon and night.

CUE/S:

"Morning" "Afternoon" "Night" (or evening)

MEASUREMENT CRITERIA:

Answers question about morning, afternoon and night.

MATERIALS NEEDED:

Charts, pictures, cardboard.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.74.1 Child understands morning and morning activities.

1.74.1.1 In the morning when child wakes up, greet him with
"Good morning."

1.74.1.2 Explain to him that he gets up in the morning after sleeping
through the night.

1.74.1.3 Take him to the window to look outside. Say, "The sun is
shining. It is light out. The sun comes up in the morning."

1.74.1.4 When helping the child get dressed, say, "It is morning.
You must get dressed in the morning."

1.74.1.5 During the morning activities, cue, "Morning" often and
preface statements with, "This morning we will ____."

1.74.1.6 Emphasize during breakfast that this meal is eaten in the
"Morning."

1.74.1.7 Explain other morning activities (such as other children going
to school, watching cartoons, etc.), repeating the cue,
"Morning" often.

1.74.2 Child understands afternoon and afternoon activities.

- 1.74.2.1 While eating lunch, explain to the child that, "After we eat lunch, morning is over. Now it is afternoon."
- 1.74.2.2 Discuss the afternoon activities by saying, "This afternoon we will go visit Grandma (or go shopping or play outside, etc.)."
- 1.74.2.3 Point out other afternoon events (brother comes home from school, a favorite TV program comes on in the afternoon). Cue, "Afternoon" often.

1.74.3 Child understands evening and evening activities.

- 1.74.3.1 Talk to child about an event that begins in the "Evening." Say, "Daddy comes home in the evening" or "We eat dinner (or supper) in the evening."
- 1.74.3.2 Talk about what the child will do in the "Evening." Cue, "Evening" often.
- 1.74.3.3 While child is getting ready for bed, say, "When evening comes, it is time to go to bed and sleep."
- 1.74.3.4 Take child to the window to look outside. Say, "When evening comes, the sun goes down and it is dark."

1.74.4 Child differentiates between morning, afternoon and night.

- 1.74.4.1 Make three booklets, one for each period of the day. The morning booklet should have pictures of the child's morning activities (waking up, getting dressed, eating breakfast, etc). Likewise the afternoon and nighttime booklets will have appropriate pictures.
- 1.74.4.2 Take the booklets out at corresponding periods of the day and talk about the activities that will occur. Use the appropriate cue often.
- 1.74.4.3 Make a large circular "Clock." Paste pictures in sequence, beginning with morning activities at the top. Give each of the three segments a different color, i.e., morning segment red, afternoon segment blue, evening segment yellow. Label each color segment appropriately. The pictures used should be of the activities the child engages in every day. Using this "Clock" the child will be able to tell which activities he will do during each time segment.
- 1.74.4.4 To test child's understanding of the daily periods, ask child, "When do we eat breakfast?" or "When do we go to bed?" Reinforce correct responses.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.75

PROFILE ITEM:

Compares weight (estimates which is heavy, light).

BEHAVIORAL DEFINITION:

When comparing two items, child can tell which is heavy and which is light.

CUE/S:

"Heavy" "Light"

MEASUREMENT CRITERIA:

Correctly tells if an item is heavy or light or matches items by weight.

MATERIALS NEEDED:

Two golf balls, two styrofoam balls (same size), medium size rubber ball, other objects, four socks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.75.1 Child will compare weight of two objects of dissimilar size.

1.75.1.1 Give the child a rubber ball and a styrofoam ball. Allow him to handle the two balls. Have him hold one ball in each hand.

1.75.1.2 Take the two balls from the child. Hold the rubber ball. While moving your hand up and down slowly say, "Heavy." This ball feels "Heavy." Give the ball to the child, cue, "Heavy." Allow child to hold it for a few seconds to feel the weight.

1.75.1.3 Hold the styrofoam ball, moving your hand up and down slowly, cue, "Light." Say, "This ball feels light." Give the ball to the child, cue, "Light." Allow child to hold it to feel the weight.

1.75.1.4 Child should be holding both balls now. Say, "Give me the heavy ball." Reinforce correct response. Give the ball back. Say, "Give me the light ball." Reinforce correct response. Repeat.

1.75.1.5 Repeat sequence using other pairs of objects, such as a book and a piece of paper.

1.75.2 Child will compare weight of two similar sized objects.

1.75.2.1 Use the golf ball and the styrofoam ball.

1.75.2.2 Repeat above sequences.

1.75.3 Child will identify weight using tactual cues only.

- 1.75.3.1 Use the golf ball and the styrofoam ball. Place each one in a sock so the child cannot see the balls.
- 1.75.3.2 Give both socks to the child. Have him hold one in each hand. Say, "Give me the heavy one. Heavy." Reinforce. Give the sock back to the child.
- 1.75.3.3 Say, "Give me the light one. Light." Reinforce correct response. Repeat several times.

1.75.4 Child will match two heavy items and two light items.

- 1.75.4.1 Use two golf balls and two styrofoam balls. Put each one in a sock. Place the four socks in front of the child. Ask him to choose a sock. Ask, "Is it heavy or light?" Reinforce correct response.
- 1.75.4.2 If child has chosen a heavy one, say, "Find another heavy one." Allow child to feel each of the other three socks to find the matching one. Reinforce. Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.76

PROFILE ITEM:

Relates color to objects (Ex: red apple, yellow banana).

BEHAVIORAL DEFINITION:

Child will associate an object with its color and can respond correctly when asked, "What color is this?"

CUE/S:

Color and name of object (Ex: red apple).

MEASUREMENT CRITERIA:

Names the color of the object.

MATERIALS NEEDED:

Any objects of one color, sets of same colored objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.76.1 Child will match crayon to object of the same color.

- 1.76.1.1 Use crayons of the three primary colors, red, yellow, and blue, and corresponding objects (red mitten, yellow ball, blue car).
- 1.76.1.2 Hold up red crayon. Ask child, "What color is this?" Reinforce correct response. Take the red crayon and put it by the mitten. Say, "The mitten is red", point to the mitten. Ask, "What color is this?" Reinforce correct response.
- 1.76.1.3 Take the yellow crayon and repeat above sequence, using the yellow ball.
- 1.76.1.4 Repeat the sequence using the blue crayon and blue car.
- 1.76.1.5 Separate the two groups. Give the child the red crayon, say, "Now you do it." Reinforce child when he places it by the red mitten. Repeat with the blue and yellow crayons.

1.76.2 Child will name the colors and the object as he matches crayon to object.

1.76.2.1 Give child the red crayon. Ask, "What color is this?" Reinforce the correct response.

1.76.2.2 Ask child, "What else is red?" Child should place the crayon by the mitten, or verbally respond "Mitten." If he places the crayon by the mitten, point to mitten and ask, "What is this?" Reinforce correct response, cue, "Red mitten." Have child repeat and reinforce him.

1.76.2.3 Repeat sequence with the yellow crayon and ball, cue, "Yellow ball." Have child repeat.

1.76.2.4 Repeat sequence with the blue crayon and car. Have child repeat the cue, "Blue car."

1.76.3 Child will respond by pointing to or naming the object as the color is named.

1.76.3.1 Say, "What is red?" Child may point to the mitten, or respond, "Mitten."

1.76.3.2 Repeat with yellow and blue.

1.76.4 Child will name the color of each object.

1.76.4.1 Ask, "What color is the mitten?" Reinforce correct response.

1.76.4.2 Repeat with yellow and blue.

1.76.4.3 Repeat sequence using different objects of these three colors (apple, banana, child's toothbrush). Point out to the child the color of his eyes and hair.

1.76.4.4 When talking to the child, always use the color with the name of the object. Ex: "Let's play with the yellow ball." "Would you like a red apple?"

1.76.4.5 Play a game which relates color to object. Put out a group of different colored objects. Say, "I am thinking of something blue, "What is it?" Give the child a turn to choose an object and you guess.

PROFILE NUMBER 1.76 CONTINUED (3)

1.76.5 Child will color a picture of an object using the correct color.

1.76.5.1 Give the child a picture to color. There should be only one object on each page, such as an apple or banana. Initially, use pictures of objects that are associated with a certain color, such as the banana.

1.76.5.2 For pictures of objects that could be any color, such as toys or clothing, you might have the child color the picture the color that his toys or clothing are.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.77

PROFILE ITEM:

Discriminates like and unlike.

BEHAVIORAL DEFINITION:

Child will correctly identify two geometric symbols as being the same or different.

CUE/S:

"Same" "Different"

MEASUREMENT CRITERIA:

Discriminates correctly.

MATERIALS NEEDED:

Two circles and two squares of cardboard or other material, pictures, pairs of objects.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.77.1 Child will identify two circles as being the same.

1.77.1.1 Show child the two red circles. Let child look at and feel both circles, say, "These circles are the same. Same."

1.77.1.2 Have child trace around the outline with his finger so he can feel the similarity, cue, "Same" as he does so.

1.77.1.3 Place one circle over the other so child can see that they are the same shape and size, cue, "Same."

1.77.1.4 Talk to the child about the features that make the two the same. Say, "These are both circles. They are both round" (trace your finger around both circles). "They are the same size" (Put one circle on top of the other). "They are both red. They are the same."

1.77.1.5 Put the two circles in front of the child, ask, "Are these the same?" Reinforce correct response.

1.77.2 Child will identify other objects as being the same.

1.77.2.1 Repeat the above sequence using two squares, other geometric shapes, or pairs of objects such as socks, checkers, books, etc..

1.77.2.2 Present only one pair at a time. Always talk about the features that make the two items the same, cue, "Same" for every pair.

1.77.2.3 Present one pair at a time, ask, "Are these the same?" Reinforce correct responses.

1.77.3 Child will identify a circle and a square as being different.

1.77.3.1 Place a red circle and smaller blue square in front of child. Let child handle both shapes, cue, "Different" while he does so. Say these are different.

1.77.3.2 Do the same steps that were done with the "Same" items, this time talking about the features that make them different. Let child trace the outlines with his finger, cue, "Different." Place the square on top of the circle, cue, "Different." Point out the differences in shape, size and color.

1.77.3.3 Point to the circle, say, "This is a circle." Point to the square, say, "This is a square." "They are different."

1.77.3.4 Ask the child, "Are these different?" Reinforce correct response.

1.77.4 Child will identify other objects as being different.

1.77.4.1 Repeat the sequence using pairs of dissimilar objects such as a marble and a block, or a checker and playing card.

1.77.4.2 Present one pair at a time and talk about the features that make the pairs different, cue, "Different" for every pair.

1.77.4.3 Show the child a pair of items, ask, "Are they different?" Reinforce correct response

1.77.5 Child will correctly identify a pair of objects as being the same or different.

1.77.5.1 Show child a circle and a square, ask, "Are they the same or different?" Allow him to handle the two objects if he chooses. Reinforce correct response.

1.77.5.2 Repeat, presenting same or different pairs at random. Reinforce each time.

1.77.6 Child will identify the different item in a group of three or more.

1.77.6.1 Present a group of three objects to the child. There should be one different item in the group.

1.77.6.2 Say, "Show me the one that's different." Demonstrate if necessary. Repeat, reinforcing each correct response.

1.77.6.3 When child correctly identifies the different item, say, "Yes, that is different." Then point to the other two items or remove them from the group, say, "These are the same."

1.77.7 Child will successfully engage in other activities involving the same/different concept.

1.77.7.1 Make a "Feely Bag." Put in three items (two blocks and a ball) and ask for the one that's different. Or have child decide if two items in the bag are the same or different.

1.77.7.2 Have child decide if two pictures are the same or different.

1.77.7.3 Put two groups of objects in two boxes. Each item in one box should have a corresponding item in the other box.

1.77.7.3.1 Let child draw an item out of the one box and find the same item in the other box.

1.77.7.3.2 Tell child to give you two items that are the same, or three that are different, etc..

1.77.7.4 Use a deck of picture cards such as Old Maid and find the cards that are the same. Or have the child decide if two cards are the same or different. If child knows how, play the "Old Maid" game with him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.78

PROFILE ITEM:

Sequences and relates stories or personal experiences, appropriately sequencing four events.

BEHAVIORAL DEFINITION:

Child will relate, in order, four events he did, or will do during the day.

CUE/S:

"Tell me about ____." "What happened then?" "What happens next?"
"What do you do then?"

MEASUREMENT CRITERIA:

Appropriately sequences four events.

MATERIALS NEEDED:

Pictures, books

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.78.1 Child will relate what he does when he wakes up in the morning, and sequence pictures of these activities.
 - 1.78.1.1 Discuss what the child does when he wakes up. At this point, do not be too concerned about the child relating these events in proper order.
 - 1.78.1.2 Write down what the child mentions. Encourage him to think of at least four things. Assist him if he has difficulty. Good activities are getting out of bed, getting dressed, eating breakfast, brushing teeth.
 - 1.78.1.3 Find pictures of the activities you and the child discussed. Mount each one on cardboard or heavy paper.
 - 1.78.1.4 Place the four pictures in front of the child. Let him look at them. Ask him, "What's the first thing you do when you wake up?" Help him decide, then find the picture of getting out of bed. Talk about this, mentioning that the very first thing he does when he wakes up is to get out of bed. Before he can get dressed, or do anything else, he must first get out of bed. Put this picture aside.
 - 1.78.1.5 Ask, "What do you do then?" Help child decide and find the picture of a child getting dressed. Discuss this, and put this picture by the first.

PROFILE NUMBER 1.78 CONTINUED

- 1.78.1.6 Repeat this with the other two pictures, discussing each one. Repeat this several times, giving him assistance when needed.
- 1.78.1.7 Mix up the four pictures and give them to the child. Ask, "What's the first thing you do when you wake up?" Encourage the child to respond verbally, and find the correct picture.
- 1.78.1.8 Have child sequence the remaining pictures, offering little or no assistance. Have him tell you about it when he has sequenced the pictures.
- 1.78.2 Child will relate stories or other experiences, appropriately sequencing four events.
 - 1.78.2.1 Ask the child to tell you about a cartoon or a television show he has watched. Help him sequence by asking, "What happened first?" or "What did he do then?"
 - 1.78.2.2 Read a short story to the child and ask him to tell you about it.
 - 1.78.2.3 Ask him to tell a story about a picture.
 - 1.78.2.4 Cut comic strips from newspapers and let child put these in sequence. "Peanuts" cartoons are good for this.
 - 1.78.2.5 Ask the child to tell you how to play a simple game, or tell about a trip to Grandma's or the store, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.79

PROFILE ITEM:

Classifies and organizes objects according to form, color, use.

BEHAVIORAL DEFINITION:

Child will group objects according to three different criteria, form, color, and use.

CUE/S:

"Give me the red ones" (blue, yellow) "Give me the knives" (forks, spoons)
"Give me the ones you cut with" etc..

MEASUREMENT CRITERIA:

Groups objects correctly according to the criteria given.

MATERIALS NEEDED:

Plastic knives, four forks and four spoons (all knives should be one color, all forks another, etc.).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.79.1 Child will group the plastic utensils according to color.

1.79.1.1 Seat child on the floor or at a table. You have a set of plastic knives, forks and spoons. Each article should be of one color (four red knives, four blue forks, four yellow spoons).

1.79.1.2 Hand the child the color groups one by one.

1.79.1.2.1 Give the child the red knives. Say, "Here are all the red ones."

1.79.1.2.2 Give the child the blue forks. Say, "Here are the blue ones."

1.79.1.2.3 Give the child the yellow spoons. Say, "Here are the yellow ones."

1.79.1.3 Have the child mix up all the utensils so they are no longer in groups. Ask for the color groups.

1.79.1.3.1 Say, "Give me the red ones." Reinforce.

1.79.1.3.2 Say, "Give me the blue ones." Reinforce.

1.79.1.3.3 Say, "Give me the yellow ones." Reinforce.

1.79.2 Child will group plastic utensils according to form.

1.79.2.1 Hand child the three forms, knives, forks and spoons as in above sequence.

1.79.2.2 Tell child to mix them up so they are not in groups.

1.79.2.3 Ask child to give you all the knives. Reinforce. Repeat with the forks and spoons.

1.79.3 Child will group plastic utensils according to use.

1.79.3.1 Hand child all the knives saying, "Here are the ones you cut with."

1.79.3.2 Hand child all the forks saying, "Here are the ones you stick with."

1.79.3.3 Hand child all the spoons saying, "Here are the ones you eat soup with."

1.79.3.4 Let child mix them up so they are not in groups.

1.79.3.5 Say to child, "Give me the ones you cut with." Reinforce. Repeat with the other two groups.

1.79.4 Child will match other groups according to color, form, use.

1.79.4.1 Repeat sequence using geometric shapes of different colors. These can be grouped by form and color.

1.79.4.2 Use clothes and toys. "Find the ones you wear." "Find the ones you play with." "Find all the red ones."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.80

PROFILE ITEM:

Asks meanings of words.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"What's ____?" "What's ____ mean?"

MEASUREMENT CRITERIA:

Same

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.80.1 Child will tell the meaning of words when asked.

1.80.1.1 To introduce the idea of asking what words mean, ask the child to tell you what a word means.

1.80.1.2 Pick a simple word the child uses and is familiar with. Say, "What does 'walk' mean?" Reinforce.

1.80.1.3 Repeat with other words the child knows.

1.80.2 Child will develop a curiosity about words.

1.80.2.1 In the child's presence, have a sibling or other person ask what a word means. Before answering, say to the child, "Do you know what that word means?" Define the word. Use it in a sentence so the child can hear it in context.

1.80.2.2 In the presence of the child and another person, use a word that's unfamiliar to the child. Have the other person ask, "What does ____ mean?" Ask the child if he knows the meaning. Define it and use it in a sentence.

1.80.2.3 Say to the child, "I don't know what ____ means. Let's ask Daddy." Go to the father and say, "What does ____ mean." Father should explain the word.

1.80.2.4 Say to the child, "I don't know what ____ means. Let's find out." Then get a dictionary and in the child's presence, look up the definition. Read what it says. Explain the meaning to the child. Use the word in context.

1.80.2.5 Buy the child a small, illustrated dictionary of his own. Look up words with him.

PROFILE NUMBER 1.80 CONTINUED

1.80.3 Child will ask the meaning of unfamiliar words.

- 1.80.3.1 Read a story to the child. At first, if there are words you think the child does not know, ask him if he knows the meaning.
- 1.80.3.2 Continue on with the story. Stop and ask if there are any words he wants explained. Reinforce him for each word he asks about.
- 1.80.3.3 When speaking to the child, use a variety of new words. Reinforce him for each word he asks about.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.81

PROFILE ITEM:

Demonstrates meaning of words (Ex: pantomime).

BEHAVIORAL DEFINITION:

Child will demonstrate the meaning of action words, or illustrate the function of an object.

CUE/S:

"Show _____" "Act out" Word being demonstrated, "Walk", "Throw."

MEASUREMENT CRITERIA:

Demonstrates meaning.

MATERIALS NEEDED:

Objects (pencil, ball, glass, etc.).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.81.1 Child will watch others pantomiming the meaning of words, and imitate them.

1.81.1.1 Say to child, "Look. I'll show you 'walk'." While cueing, "Walk" walk around the room. Take child by the hand and have him walk with you. Repeat cue often.

1.81.1.2 Repeat with other action words. Do not use any props. To pantomime "Throw" do not use a ball, but go through all the motions as if you did have a ball. Have child imitate you, cue, "Throw" as he pantomimes. Reinforce.

1.81.1.3 Show the child an object such as a pencil. Say, "I'll show you how to use a pencil." Put the pencil aside, and without using it, pantomime the action of writing. Allow child to imitate. Reinforce.

1.81.1.4 Repeat this many times. Always have the child imitate you. Other words that may be used are: eat, drink, sleep, run, jump, swim, read, sing and actions like setting the table, making a bed. Demonstrate the use of objects such as a pencil, glass, silverware, hammer, camera, broom, vacuum sweeper, lawn mower.

PROFILE NUMBER 1.81 CONTINUED

1.81.2 Child will demonstrate meaning of words.

1.81.2.1 Tell child to act out words. Offer no demonstration or assistance. Reinforce.

1.81.2.2 Play a modified version of "Charades" with the child. You pantomime and have the child try to guess what word you have chosen. Then let the child pantomime and you guess.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.82

PROFILE ITEM:

Repeats days of week in sequence.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Sunday" "Monday" etc.. "The days are ____."

MEASUREMENT CRITERIA:

Says all seven days in sequence.

MATERIALS NEEDED:

Calendar.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.82.1 Child will become familiar with the names of the days of the week.

1.82.1.1 Each morning, say to the child, "Today is Monday." Point out the appropriate day on the calendar, cueing often with the day of the week. Paste a sticker on the appropriate day of the calendar.

1.82.1.2 During the day, remind the child what day it is. The child should hear the day names often so he will become familiar with the names.

1.82.1.3 When child is familiar with the names, start referring to events happening on certain days. Say, "Sunday we'll go to church" or "Monday we'll visit Grandma."

1.82.2 Child will repeat days of the week in sequence.

1.82.2.1 Cue, "Sunday, Monday." Say to child, "Now you say it, the days are Sunday, Monday." Reinforce correct response. Repeat.

1.82.2.2 Add, "Tuesday." Say, "The days are Sunday, Monday, Tuesday." Have child repeat. Reinforce.

1.82.2.3 Repeat sequence, adding one more day of the week each time. Do not add another day until child can successfully name the preceding days in order. Repeat until child can name all seven days in order on the cue, "The days are."

1.82.2.4 As you name the days, set up a distinct rhythm. Tap the child once on the arm as you say each day. Keep the rhythm when child is saying the series.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.83

PROFILE ITEM:

Shifts in classification (classifies according to shape, then color).

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Give me _____" (Circles, red ones, squares, etc.)

MEASUREMENT CRITERIA:

Correct classification according to shape and color.

MATERIALS NEEDED:

Red and blue circles, and red and blue squares.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.83.1 Child will classify according to shape (circle).

1.83.1.1 Place all the colored circles and the colored squares in a pile in front of the child.

1.83.1.2 Say, "Watch. Take out all the circles." Demonstrate for the child, cue, "Circle" as you group them.

1.83.1.3 When the circles are all grouped, say, "Look, these are all circles. They are the same shape."

1.83.1.4 Place the circles on top of each other so the child will note the sameness of the shape. Emphasize again that they are the "Same shape."

1.83.1.5 Put the circles back in the pile. Say to child, "Give me the circles." Reinforce.

1.83.2 Child will regroup the circles according to color.

1.83.2.1 The child will have the circles that he has just grouped. Point out to the child that there are red and blue circles in the group.

1.83.2.2 Say, "Watch, take out all the red ones." Do so, cueing, "Red" as you group.

1.83.2.3 When the grouping is completed, point to the new group and cue, "Red circles." Point to the remaining group and cue, "Blue circles." Point out that both are groups of "Circles."

1.83.2.4 Regroup the circles and have child group the same color circles.

1.83.3 Child will group the squares according to color.

1.83.3.1 Use the remaining group of squares. Point out that there are red and blue squares in the group.

1.83.3.2 Say, "Find the blue squares." Reinforce a correct grouping.

1.83.3.3 Point to the group, say, "Blue squares." Point to the other group, say, "Red squares."

1.83.4 Child will group according to color and shape.

1.83.4.1 Put all the groups together in one large group.

1.83.4.2 Say, "Find all the blue ones." Reinforce a correct grouping.

1.83.4.3 From the group of blue shapes, tell the child to, "Find all the circles." Reinforce.

1.83.4.4 Repeat, asking for shape, then regroup by color. Reverse the process and ask for color. Regroup by shape.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.84

PROFILE ITEM:

Understands and uses numbers up to ten. Follows commands such as "Give me nine blocks" when twelve are available.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Give me nine blocks."

MEASUREMENT CRITERIA:

Responds appropriately to commands.

MATERIALS NEEDED:

Blocks, cup of marbles, checkers, M & M's.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.84.1 Child will remove three marbles from a cup when asked.

1.84.1.1 Place a cup of twelve marbles in front of the child, cue, "Give me three marbles. Three." Demonstrate. Place the marbles in another cup.

1.84.1.2 Say to child, "Now you do it." Give cue again. Encourage him to count aloud as he removes the marbles. Reinforce.

1.84.1.3 Have the child empty the marbles back into the first cup. Repeat.

1.84.2 Child will remove up to ten marbles from a cup of twelve marbles.

1.84.2.1 Repeat above sequence, asking for a different amount of marbles each time.

1.84.3 Child will demonstrate an understanding of the numbers one through ten.

- 1.84.3.1 Have the child build a tower of ten or more blocks. Ask him to take off so many blocks to give to you, or allow him to build another tower with the ones he takes off.
- 1.84.3.2 Play "Simon Says" using numbers. Ex: "Simon Says take five steps", or "Simon Says clap your hands four times."
- 1.84.3.3 Offer the child a cup of M & M's or chocolate chips. Tell the child he may have three pieces of candy to eat.
- 1.84.3.4 Play a "Hide and Find Game." Hide ten or more blocks (or other group of objects) around the room. Tell child that if he finds seven objects he will get a surprise.
- 1.84.3.5 Ask the child to count objects such as the buttons on his shirt, the chairs in the kitchen, the members of the family.
- 1.84.3.6 Make a booklet with each number having its own page. Put the appropriate number of pictures on each page. For example, page four would have four apples, page ten, ten balloons, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.85

PROFILE ITEM:

Recites the numbers to thirty.

BEHAVIORAL DEFINITION:

Recites the numbers, sequentially, to thirty.

CUE/S:

"Count."

MEASUREMENT CRITERIA:

Counts correctly from one to thirty.

MATERIALS NEEDED:

Thirty buttons.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.85.1 Child will, on cue, recite sequentially the numbers from one to ten.
 - 1.85.1.1 The child should already be able to count to ten. Place ten buttons on the table, cue, "Count." If necessary, count with him at first, pointing to each button.
 - 1.85.1.2 Cue, "Count." Reinforce an unassisted count.
- 1.85.2 Child will learn the numbers sequentially from eleven to fifteen.
 - 1.85.2.1 Begin counting slowly, "11, 12, 13, 14, 15." Repeat several times.
 - 1.85.2.2 Continue counting from eleven to fifteen, encouraging child to join you when he feels he knows the numbers. It may be helpful to set up a rhythmic tapping while reciting the numbers.
 - 1.85.2.3 Cue, "Count" and let child try to repeat by himself. Assist him if necessary. Repeat as many times as needed.
 - 1.85.2.4 Add five more buttons to the group of ten. Start from one and count to fifteen, pointing to each object as you count. Do in unison at first. Then have child count alone. Reinforce a correct count.

PROFILE NUMBER 1.85 CONTINUED

1.85.3 Child will recite the numbers sequentially from one to thirty.

1.85.3.1 Repeat above sequences. Work in groups of five. The breakdown should be sixteen to twenty, twenty one to twenty five, and twenty six to thirty. Do not add another group until child has mastered the previous numbers.

1.85.3.2 Cue, "Count." The child should, when all the groups have been added, be able to count sequentially from one to thirty.

1.85.3.3 Have the child count marbles, blocks, checkers, days of the month on the calendar.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.86

PROFILE ITEM:

Repeats a series of four digits correctly in 2/3 trials.

BEHAVIORAL DEFINITION:

Child will repeat a series of four numbers correctly 2/3 times, repeating after a model.

CUE/S:

Series of four numbers. "Say ____."

MEASUREMENT CRITERIA:

Successfully repeats the series two out of three trials.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.86.1 Child will repeat a series of two numbers.

1.86.1.1 Explain to the child that you are going to say two numbers. If he can say the numbers correctly after you, he will get candy or token reinforcement.

1.86.1.2 Cue, "9, 4." Say to child, "Now you do it." Say, "9,4." Reinforce the correct repetition.

1.86.1.3 Repeat with other number pairs until child is correctly repeating two out of three series.

1.86.2 Child will repeat a series of three numbers.

1.86.2.1 Continue in game-like fashion.

1.86.2.2 Say, "Listen carefully. I'm going to say three numbers this time." Cue, "1, 8, 3."

1.86.2.3 Say, "Now you do it." Cue again, "1, 8, 3." Reinforce correct repetitions.

1.86.2.4 Continue until child meets the criteria of 2/3 times.

PROFILE NUMBER 1.86 CONTINUED

1.86.3 Child will repeat a series of four numbers correctly in 2/3 trials.

1.86.3.1 Repeat above sequence, cueing with four numbers.
(Ex: "9, 7, 1, 6.")

1.86.3.2 Do this three times successively, giving different number groups each time. Continue until child meets the criteria of 2/3 trials.

1.86.3.3 This method could be used in teaching the child his phone number. Use the prefix as a series of three, and the second group of numbers, the series of four. Help him memorize these two groups, and put them together.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.87

PROFILE ITEM:

Knows number of fingers on one hand and the total number on both hands.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"How many fingers?" "Count fingers."

MEASUREMENT CRITERIA:

Correctly counts fingers on both hands.

MATERIALS NEEDED:

Paper, pencil.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.87.1 Child will count the fingers on one hand.

1.87.1.1 Have child spread fingers of one hand out on the table, cue, "Count." Touch each finger while counting, "1, 2, 3, 4, 5."

1.87.1.2 Say, "Now you do it. Count." Have child touch and count each of his fingers. Reinforce a correct count.

1.87.1.3 Change hands. Repeat with other hand. Reinforce a correct count.

1.87.1.4 Place child's hand on a piece of paper and trace around it. As child counts, write the number on each finger of the drawing.

1.87.1.5 Close hand. Have child count as you hold up one finger at a time.

PROFILE NUMBER 1.87 CONTINUED

1.87.2 Child will count fingers on both hands.

- 1.87.2.1 Have child spread fingers of both hands out on the table, cue "Count." Touch each finger while counting slowly to ten.
- 1.87.2.2 Spread both your hands on the table and say, "Now you do it. Count." When he has successfully counted all ten fingers, ask "How many fingers?" Reinforce correct response.
- 1.87.2.3 Trace around both hands on a piece of paper, cue, "Count." As child counts to ten, write the number on appropriate finger on the drawing. Repeat several times.
- 1.87.2.4 Say to child, "You have ten fingers. Show me ten fingers." Reinforce child when he holds up both hands.
- 1.87.2.5 Say to child, "Show me five fingers." When child holds up one hand, say, "You have five fingers on one hand."
- 1.87.2.6 Ask child, "How many fingers do you have on one hand?" Reinforce the correct response. Then ask, "How many fingers do you have on both hands?" Reinforce.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.88

PROFILE ITEM:

Knows all basic colors.

BEHAVIORAL DEFINITION:

Child will associate the visual color with its verbal label.

CUE/S:

Color names, red, green, yellow, blue, brown, orange, black, purple.

MEASUREMENT CRITERIA:

Correctly names the colors.

MATERIALS NEEDED:

Box of eight crayons, eight colored circles.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.88.1 Child will match crayon to same color circle and name each color.

- 1.88.1.1 Give child four of the crayons. Hold up one circle, say, "Find the crayon that is the same color as this." Reinforce a correct match.
- 1.88.1.2 Point to the circle, cue it's color name. Ex: "Green." Point to the crayon, cue, "Green."
- 1.88.1.3 Point to the crayon and circle. Ask, "What color is this?" Reinforce the response, "Green."
- 1.88.1.4 Repeat with the other three colors. When the groups are matched, go through each color again, naming it. Repeat, asking child to name each color.
- 1.88.1.5 Talk about each color and name objects that are that color (red apple, purple grapes, green grass).
- 1.88.1.6 Repeat the sequence with the next group of four colors, matching crayon and circle, and naming each color.

- 1.88.2 Child will correctly choose a specified color from the group of eight basic colors.
- 1.88.2.1 Put out the eight colored circles, or the eight crayons.
 - 1.88.2.2 Say to child, "Give me the purple one." Reinforce the correct response.
 - 1.88.2.3 Repeat with all eight colors.
 - 1.88.2.4 For variation, ask the child to give you the color that is the same as an object. Example: "Give me the color that's like a banana." Repeat with all eight colors.
 - 1.88.2.5 Give the child a picture to color. For example, a clown holding eight balloons. Point to one balloon and say, "Color this one orange."
- 1.88.3 Child will name each of the eight basic colors correctly.
- 1.88.3.1 Using the picture the child colored, point to each circle, one at a time, and ask, "What color is this?" Reinforce correct responses.
 - 1.88.3.2 Play "Color Lotto", matching and naming the colors.
 - 1.88.3.3 Ask the child to find objects in the room that are a specified color.
 - 1.88.3.4 Give the child a package of M & M's. Tell him to eat the red ones, then the green ones, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.89

PROFILE ITEM:

Prints name.

BEHAVIORAL DEFINITION:

Child will write his name legibly, with all letters in proper order.

CUE/S:

"Write ____." "Write your name." "Name is ____."

MEASUREMENT CRITERIA:

Legibly writes his name and spells it correctly.

MATERIALS NEEDED:

Letter cutouts (cardboard, plastic, or sandpaper), paper, pencil, crayons.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.89.1 Child will arrange letters to form his name.

1.89.1.1 Arrange the child's name with the cut-out letters. Say, "Your name is ____." Point to the name, run finger across and below the letters of the name.

1.89.1.2 Say, "What's your name?" Reinforce child's correct response. Point to the letters and repeat, "Your name is Johnny."

1.89.1.3 Point to the first letter in the name. Tell the child the name of the letter. Have child name the letter after you.

1.89.1.4 Repeat the procedure of naming each letter in the child's name:

1.89.1.5 Arrange the child's name, and place it in front of him. Point to name, ask, "What's your name?"

1.89.1.6 Give the child the letters in his name. Say, "Make your name." Assist child in arranging the letters to form his name. Repeat until child can arrange the letters in proper order.

1.89.2 Child will write his own name.

- 1.89.2.1 Start with the first letter of the child's name. Run your finger over the cut-out of letter, cueing with the letter name. Have child imitate. Repeat with all the letters in his name.
- 1.89.2.2 Practice writing each letter in a pan of sand, or writing the letters in the air. Guide child in proper motions, then let him do it alone.
- 1.89.2.3 Write his name on a piece of paper. Have him trace over the letters with a crayon or pencil, cue with, "Write your name."
- 1.89.2.4 Write each letter of his name in dots and have the child connect the dots to practice writing each letter, cue, "Write your name."
- 1.89.2.5 Give the child a piece of paper with his name written at the top. Let him practice writing his name, looking at the written model.
- 1.89.2.6 Let the child practice writing his name without a model. Reinforce.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.90

PROFILE ITEM:

Prints numbers one through five.

BEHAVIORAL DEFINITION:

Same as above.

CUE/S:

"Write" The numerals 1, 2, 3, 4, and 5.

MEASUREMENT CRITERIA:

Legibly writes the numerals one through five.

MATERIALS NEEDED:

Cut-outs of the numbers (cardboard, plastic, etc.), pencil (or crayon), paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

- 1.90.1 Child will become familiar with the movements involved in writing each numeral.
 - 1.90.1.1 Begin with the numeral "One." Use a cut-out of the numeral; one with a textured surface is best. Demonstrate by running your finger from the top of the numeral to the bottom, cue, "One" while doing so.
 - 1.90.1.2 Place the child's finger on the numeral and guide it from top to bottom, cueing, "One." Let the child do this by himself. As he does it, cue, "One" (be sure he's using dominant hand).
 - 1.90.1.3 Place the numeral so the child can see it. On a piece of paper slowly write the numeral one, cue, "Write one." Repeat several times. Be sure child is watching.
 - 1.90.1.4 Get a pan of sand. Guide child's hand in making a "One" in the sand with his finger, cue, "Write One." Repeat several times.
 - 1.90.1.5 Demonstrate making a "One" in the sand. Have child do it by himself in imitation. He should respond to the cue, "Write one."
 - 1.90.1.6 Make the motions involved in writing this numeral in the air. Guide his hand at first. Then let him imitate without assistance, cue, "Write one."

PROFILE NUMBER 1.90 CONTINUED

- 1.90.1.7 Write a series of the numeral on paper. Give child the pencil and let him trace over the written numerals. Guide him at first, if necessary. Cue, "Write one."
- 1.90.1.8 On a piece of paper, have a series of the numeral (one) made of dots. Show child how to connect the dots, cue, "Write one." Then let him complete the row by himself. Reinforce.
- 1.90.1.9 Write several numerals (one) on a piece of paper, cue, "Write one." Let him copy the number many times. Reinforce.
- 1.90.1.10 Repeat above sequences with the numerals 2, 3, 4, and 5. Present only one at a time. Change cue to appropriate numeral.
- 1.90.2 Child will write the numerals one through five in sequence.
 - 1.90.2.1 Write the numerals one through five on paper. Let the child copy for practice.
 - 1.90.2.2 Cue, "Write 1, 2, 3, 4, 5." Child should be able to write them legibly without a model.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.91

PROFILE ITEM:

Time concepts (before, after, now, later, tomorrow).

BEHAVIORAL DEFINITION:

Child will understand the temporal terms listed above, when used in context.

CUE/S:

"Now" "Later" "Tomorrow" "Before" "After"

MEASUREMENT CRITERIA:

Shows an understanding by responding to the cues (Ex: "Put the marble in the cup now.").

MATERIALS NEEDED:

Marbles, cup, bell, clock.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.91.1 Child will understand the term "Now."

1.91.1.1 Talk to the child about the word "Now." Say, "When I say 'now', I mean right away. I mean to do it fast."

1.91.1.2 Do various activities with the child using the word "Now."

1.91.1.2.1 Give the child a cup and some marbles. Instruct the child to drop a marble in the cup when you cue, "Now." Cue, "Now." Child will drop a marble in the cup immediately upon hearing the cue. Reinforce.

1.91.1.2.2 Position child a short distance away from you. Say to child, "Come here, now." Emphasize the word, "Now." Reinforce child for responding quickly.

1.91.1.2.3 Say to child, "Let's play a game now." Have child get the game and play it immediately, saying, "Now we'll play the game."

1.91.2 Child will understand the term "Later."

1.91.2.1 Explain the meaning of the word "Later." Say, "Later means afterwhile" or "later means in a few minutes" or "Later means not now."

1.91.2.2 Do activities to strengthen the concept of "Later."

1.91.2.2.1 Use a clock to indicate the time something will be done. Put a clock where the child can see it clearly. Say, "Later, we will play a game. When the big hand of the clock moves to the six, it will be time. It will be later."

1.91.2.2.2 Use a bell, the marbles and a cup. Ring the bell and let child hear the sound. Say, "Later, when the bell rings put a marble in the cup." Ring the bell. Let the child place the marble in the cup. Reinforce. Repeat. Always say, "Later, when the bell rings, put a marble in the cup."

1.91.2.2.3 When child asks to do something that can't be done immediately, say, "You can do it later."

1.91.3 Child will understand the term "Tomorrow."

1.91.3.1 Discuss the term with the child. Tell him (or ask him) what day it is. Then ask him what day comes next. Say, "Tuesday comes tomorrow. Tomorrow is Tuesday."

1.91.3.2 Say, "Tomorrow we will go shopping. Tomorrow is Tuesday. We will go shopping tomorrow." Do this with other activities.

1.91.3.3 Give the child a penny or nickel. Say, "Tomorrow, you can buy candy at the store." If child has a bank, say, "Tomorrow I will give you a nickel for your bank."

1.91.4 Child will understand the term "Before."

1.91.4.1 Use the cup, marbles and a timer. Set the timer. Say, "I must put all my marbles in the cup before I hear the buzzer." Set the timer and demonstrate.

1.91.4.2 Say to child, "Now it's your turn. Put all the marbles in the cup before the buzzer sounds."

1.914.3 Vary the game. Say, "Put all the red marbles in the cup before the buzzer sounds."

1.91.4.4 Use the term often around the child. Say, "Wash your hands before dinner." "Pick up your toys before Daddy comes home."

1.91.4.5 Ask, "What number comes before two?" Do this with the days of the week.

PROFILE NUMBER 1.91 CONTINUED (3)

1.91.5 Child will understand the term "After."

- 1.91.5.1 Use the cup, marbles and timer. Say, "I'll put a marble in the cup after I hear the buzzer." Wait until the buzzer goes off, then put a marble in the cup. Set timer again and repeat, cueing, "After" each time you place a marble in the cup.
- 1.91.5.2 Say, "Now you do it" to child. Repeat above sequence, reinforcing child.
- 1.91.5.3 Use the word often to the child. Say, "After dinner, we'll watch T.V." "Be sure to dry your hands after you wash them."
- 1.91.5.4 Ask, "What number comes after three?" Do the same with the days of the week.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.92

PROFILE ITEM:

Identifies preceding and following numbers of digits through ten.

BEHAVIORAL DEFINITION:

When given a number, child will tell which number comes before it, and which number comes after it.

CUE/S:

"What comes before 8?" "What comes next?" "What comes after 8?"

MEASUREMENT CRITERIA:

Responds by giving correct number in response to cue.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.92.1 Child will tell what number follows a specified number.

1.92.1.1 Cue, "Count to ten." Be sure child can count to ten without error.

1.92.1.2 Count to ten starting at various points in the series (Ex: "5, 6, 7, ..." or "3, 4, 5 ..."). Encourage child to count with you. Do this several times in unison.

1.92.1.3 Say the numbers in sequential pairs. Have child repeat the pairs after you. Reinforce.

1.92.1.4 Cue with a number pair (Ex: "8,9"). Have child repeat. Say, "Nine comes after eight. Eight, nine." Ask, "What comes after eight?" Reinforce. Repeat using many different number pairs.

1.92.1.5 Cue with a number. Say, "What comes next?" Reinforce. Repeat.

1.92.2 Child will tell what number precedes a specified number.

1.92.2.1 Cue with a number pair, "Five, six." Say "Five comes before six" emphasizing the word, "Before." Have child repeat the numbers. Reinforce. Repeat with other pairs.

1.92.2.2 Cue, "Five, six." Ask child what comes before six. Reinforce correct response.

1.92.2.3 Cue, "Six." Ask, "What comes before six?" Reinforce and repeat.

PROFILE NUMBER 1.92 CONTINUED

1.92.3 Child will identify preceding and following numbers of digits through ten.

1.92.3.1 Cue, "Six." Say to child, "What number comes before six?" Reinforce.

1.92.3.2 Cue, "Six." Ask, "What number comes next?" Reinforce.

1.92.3.3 Repeat with other numbers.

1.92.3.4 Write numbers on a piece of paper, leaving out a number or two. See if child can identify the correct number.

1.92.3.5 Count out loud, omitting a number. Have child tell you what number was missing.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 1.93

PROFILE ITEM:

Identifies preceding and following day for specified day of week.

BEHAVIORAL DEFINITION:

When given a day, the child can name the preceding day and the following day.

CUE/S:

"What comes before" "What comes after" "The day before" "The day after"

MEASUREMENT CRITERIA:

Answers with the correct day.

MATERIALS NEEDED:

Calendar.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

1.93.1 Child will identify the following day for a specified day of the week.

1.93.1.1 Cue to child, "The days are ____." Have child say all the days of the week several times until he can do so without error.

1.93.1.2 Let child hear you say the days of the week, starting at the various points in the sequence (Ex: "Wednesday, Thursday, Friday" or "Tuesday, Wednesday").

1.93.1.3 As you say the days, let child say them with you. Repeat several times in unison with the child.

1.93.1.4 Say the days of the week in pairs. Have child repeat the pairs after you. Reinforce. Do this with all possible sequential pairs (Ex: "Monday, Tuesday" "Friday, Saturday").

1.93.1.5 Cue with a pair of days. "Monday, Tuesday." Say "Tuesday comes after Monday." Have child repeat. Reinforce. Cue, "Monday." Ask child, "What comes after Monday?" Reinforce correct response. Repeat, using all combinations.

PROFILE NUMBER 1.93 CONTINUED

1.93.2 Child will identify the preceding day for a specified day of the week.

1.93.2.1 Cue with a pair of days. Ex: "Tuesday, Wednesday." Say, "Tuesday comes before Wednesday." Have child repeat and reinforce. Repeat with other sequential pairs.

1.93.2.2 Cue with, "Tuesday, Wednesday." Ask child what comes before Wednesday. Reinforce correct response.

1.93.2.3 Cue, "Wednesday." Ask, "What comes before Wednesday?" Reinforce. Repeat.

1.93.3 Child will identify preceding and following day for specified day of the week.

1.93.3.1 Cue, "Wednesday." Say to child, "Tuesday comes before Wednesday. Tuesday, Wednesday, Thursday." Have child repeat.

1.93.3.2 Cue, "Tuesday." Ask child, "What comes before Tuesday?" Reinforce correct response. Ask, "What comes after Tuesday?" Reinforce.

1.93.3.3 Repeat other days of the week.

Form VIII

PRESCRIPTION REFINEMENT FORM

THE MARSHALLTOWN PROJECT

PROFILE NUMBER _____

PROFILE ITEM:

BEHAVIORAL DEFINITION:

CUE/S:

MEASUREMENT CRITERIA:

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

FORM NO. VI

THE MARSHALLTOWN PROJECT

BEHAVIORAL PRESCRIPTION

CHILD _____ HOME SPECIALIST _____

DATE _____ TO _____ B.O. _____ B.S. _____

BEHAVIORAL OBJECTIVE: _____

BEHAVIORAL STRATEGIES: _____

		M-F	M-F	M-F	M-F	M-F	M-F	M-F
Number of Times								

BL DAYS PL